REFERENCES

- Adam, W. C. (2015). Handbook of practical program evaluation (K. E. Newcomer, H. P. Hatry, & J. S. Wholey (eds.); Fourth Edi). A Willey Imprint. https://doi.org/10.1002/9781119171386
- Al-Ghazali, A. (2019a). Features of disfluent speech by EFL learners at Taiz university. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(3), 398–409. https://doi.org/10.34050/els-jish.v2i3.7520
- Al-Ghazali, A. (2019b). Features of disfluent speech by EFL learners at Taiz University. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(3), 398–409. https://doi.org/10.34050/els-jish.v2i3.7520
- Albino, G. (2017). Improving speaking fluency in a task-based language teaching approach: The case of EFL learners at PUNIV-Cazenga. *SAGE Open*, 7(2). https://doi.org/10.1177/2158244017691077
- Al-Sobhi, B. M. S, & Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school in Kuala Lumpur: Problems and solutions. *International Journal of Education and Literacy Studies*, 6(1), 1. https://doi.org/10.7575/aiac.ijels.v.6n.1p.1
- Bortfeld, H., Leon, S. D., Bloom, J. E., Schober, M. F., & Brennan, S. E. (2001). Disfluency rates in conversation: Effects of age, relationship, topic, role, and gender. *Language and Speech*, 44(2), 123–147. https://doi.org/10.1177/00238309010440020101
- Braun, V., & Clarke, V. (2006). Using thematic in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa
- Bulc, B. T., Hadži, V. P, & Horga, D. (2012). Speech fluency: a result of oral language proficiency? *Linguistica*, 52(1), 87–100. https://doi.org/10.4312/linguistica.52.1.87-100

- Cohen, L., Manion, L., & Morrison, K. (2017). Research methods in education. In *Routledge*. https://doi.org/10.4324/9781315456539
- Fairbairn, S. B., & Brown, H. D. (2005). Language assessment principles and classroom practice. *TESOL Quarterly*, *39*(2), 344. https://doi.org/10.2307/3588320
- Fauzi, A. A., Putri, D., & Rahman, T. (2021). Students' anxiety of speaking English in public. *In International Conference on Education of Suryakancana*, 3(1), 1689–1699. https://www.researchgate.net/publication/353514447_PUBLIKASI_PR OCEEDING_iCONNECT2021_rev_27_Feb_21_1
- Gosy, M. (2007). Disfluency and self-monitoring. *HRČAK: Portal of Scientific Journal of Croatia*, 24(2), 91–110. https://hrcak.srce.hr/173610
- Gósy, M. (2001). The double function of disfluency phenomena in spontaneous speech. *ISCA Tutorial and Research Workshop on Disfluency in Spontaneous Speech*, *DiSS* 2001, 57–60.
- Hughes, R. (2011). Teaching and researching motivation. In C. N. Candlin & D. R. Hall (Eds.), *Pearson Education Limited* (Second Edi). Pearson Education Limited. https://doi.org/10.1016/j.system.2004.06.002
- Imaniah, I. (2018). The studens' difficulties in presenting the academic speaking presentation. *Globish: An English-Indonesian Journal for English, Education, and Culture,* 7(1). https://doi.org/10.31000/globish.v6i2.663
- Jon, R. B., Fitri, H. A., & Purnama, B. (2022). Eight factors bringing about students' speaking disfluency in Indonesia. *International Journal of English and Applied Linguistics (IJEAL)*, 2(1), 83–94. https://doi.org/10.47709/ijeal.v2i1.1427
- Jon, R. B., Purnama, B., & Fitri, H. A. (2022). Eight factors bringing about

- students' speaking disfluency in Indonesia. *IJEAL* (*International Journal of English and Applied Linguistics*), 1, 83–94.
- Leonard, K. R., & Shea, C. E. (2017). L2 speaking development during study abroad: Fluency, accuracy, complexity, and underlying cognitive factors. *Modern Language Journal*, 101(1), 179–193. https://doi.org/10.1111/modl.12382
- Prasetianto, M. (2019). Information gap: Speak fluently is better in EFL context. *JOURNEY* (*Journal of English Language and Pedagogy*), *1*(2), 40–45. https://doi.org/10.33503/journey.v1i2.287
- Putri, M., Pedo, A. V., & Pawestri, N. (2020). Analyzing the factors influencing students' fluency in English speaking skills: A case in Bina Nusantara university. *International Conference On Language and Language Teaching*. https://doi.org/10.4108/eai.12-10-2019.2292184
- Richards, J. C., & Schmidt, R. W. (2013). Longman dictionary of language teaching and applied linguistics. Longman Dictionary of Language Teaching and Applied Linguistics. https://doi.org/10.4324/9781315833835
- Rullu, ST. M., & Daburan, H. (2020). Speaking problems of EFL students at English Education study program in Muhammadiyah Luwuk university. BABASAL English Education Journal, 1(1).
- Sanjaya, A. A., & Nugrahani, V. E. (2018). Speech disfluency in groups' presentations of English Education Master's Program Students. *LLT Journal: A Journal on Language and Language Teaching*, 21(1), 11–26. https://doi.org/10.24071/llt.v21i1.895
- Si, P. (2019). A Study of the differences between EFL and ESL for English classroom teaching in China. *IRA International Journal of Education and Multidisciplinary Studies*, 15(1), 32. https://doi.org/10.21013/jems.v15.n1.p4

- Sökman, S. (2013). Student anxiety and the identification of its effects in the speakingcomponent of a proficiency Test. MA thesis. ÇAĞ university
- Tiyas, A., Nurhidayah, Y., & Herdiawan, R. D. (2019). "Why I can't speak up?": Students' anxiety in public speaking. *Journal of English Language Learning* (*JELL*), 3(1), 43–46. https://garuda.kemdikbud.go.id/documents/detail/1123444
- Wang, Z. (2014). Developing accuracy and fluency in spoken English of Chinese EFL learners. *English Language Teaching*, 7(2), 110–118. https://doi.org/10.5539/elt.v7n2p110
- Yan, X., Kim, H. R., & Kim, J. Y. (2021). Dimensionality of speech fluency: Examining the relationships among complexity, accuracy, and fluency (CAF) features of speaking performances on the Aptis test. *Language Testing*, *38*(4), 485–510. https://doi.org/10.1177/0265532220951508
- Yin, R. K. (2003). Applications fo case study research 2nd ed. In *Sage*. www.sagepublications.com
- Yin, R. K. (2018). Case study research and applications: design and methods. In Sage (Vol. 53, Issue 5). https://doi.org/10.1177/109634809702100108
- Yusuf, M., Syahid, A., & Mirza, A. A. (2022). An analysis of speaking problems in online English presentation during COVID-19 pandemic. *Lingua*, *18*(1), 1–16. https://doi.org/10.34005/lingua.v18i01.1798
- Zrekat, Y., & Al-Sohbani, Y. (2021). Arab EFL university learners' perceptions of the factors hindering them to speak English fluently. *Journal of Language and Linguistic Studies*, 18(1), 775–790. https://doi.org/10.52462/jlls.219