

REFERENCES

- Algrenita, & Listyani. (2020). Factors contributing to students' difficulties in academic writing class: students' perceptions. *UC Journal: ELT, Linguistics and Literature Journal*, 1(2), 135–149. <https://doi.org/10.24071/uc.v1i2.2966>
- Altun, M. (2023). The impact of speaking anxiety on the development of communication skills. *International Journal of Social Sciences & Educational Studies*, 10(2), 104–108. <https://doi.org/10.23918/ijsses.v10i2p104>
- Asysyfa, A., Handyani, A., & Rizkiani, S. (2019). Students' Speaking Anxiety in EFL Classroom. *PROJECT (Professional Journal of English Education)*, 2(4), 581. <https://doi.org/10.22460/project.v2i4.p581-587>
- Braun, V., & Clarke, V. (2019). Thematic analysis revised. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students' difficulties in academic writing class: students' perceptions. *UC Journal: ELT, Linguistics and Literature Journal*, 1(2), 135–149. <https://doi.org/10.24071/uc.v1i2.2966>
- Christou, P. A. (2023). How to use thematic analysis in qualitative research. *Journal of Qualitative Research in Tourism*, 3(2), 79–95. <https://doi.org/10.4337/jqrt.2023.0006>
- Dacholfany, M., Retno W, B., Havidotinnisa, S., & Harini, H. (2023). Classroom management and teacher intervention can reduce student anxiety levels. *Jurnal Konseling Pendidikan Islam*, 4(2), 219–226. <https://doi.org/10.32806/jkpi.v4i2.1>
- Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking. *ELTR Journal*, 4(2), 152–170. <https://doi.org/10.37147/eltr.v4i2.70>
- English, S. (2021). Factors contributing student's speaking anxiety. *JOLLT Journal of Languages and Language Teaching*, 9(2), 160. <https://doi.org/10.33394/jollt.v%vi%i.3321>
- Gallego, A., McHugh, L., Villatte, M., & Lappalainen, R. (2020). Examining the

- relationship between public speaking anxiety, distress tolerance and psychological flexibility. *Journal of Contextual Behavioral Science*, 16, 128–133. <https://doi.org/10.1016/j.jcbs.2020.04.003>
- Gedamu, A. D., & Gezahegn, T. H. (2023). TEFL trainees' attitude to and self-efficacy beliefs of academic oral presentation. *Cogent Education*, 10(1). <https://doi.org/10.1080/2331186X.2022.2163087>
- Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. (2021). Student fears of oral presentations and public speaking in higher education: A qualitative survey. *Journal of Further and Higher Education*, 45(9), 1281–1293. <https://doi.org/10.1080/0309877X.2021.1948509>
- Hasibuan, A. R., & Irzawati, I. (2020). *Students' speaking anxiety on their speaking performance: A study of EFL learners*. 3rd International Conference on Innovative Research Across Disciplines (ICIRAD 2019) 101–106. <https://doi.org/10.2991/assehr.k.200115.017>
- Hidayati, A. N., Abdullah, F., Andriani, A., Rosmala, D., & Nurvianti, N. (2022). English speaking anxiety among Indonesian Junior High School Learners: in search of causes and solutions. *Getsempena English Education Journal*, 9(1), 53–63. <https://doi.org/10.46244/geej.v9i1.1746>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 125-132.
- Huda, Inada, T. (2021). Teachers' strategies for decreasing students' anxiety levels to improve their communicative skills. *English Language Teaching*, 14(3), 32. <https://doi.org/10.5539/elt.v14n3p32>
- Irmayani, Anugrawati, N., & Mannong, A. B. M. (2022). Teachers' strategies in overcoming students' anxiety in speaking english. *Indonesian Journal of Psycholinguistics*, 1(3), 133–142. <https://doi.org/10.56983/ijp.v1i3.423>
- Izzah, A. N., & Sa'idah, I. (2023). Systematic desensitization technique's effectiveness in reducing public speaking anxiety in MAN 1 Pamekasan students. *Al-Hiwar : Jurnal Ilmu Dan Teknik Dakwah*, 11(1), 1. <https://doi.org/10.18592/al-hiwar.v11i1.8922>
- Kalra, R., & Siribud, S. (2020). Public speaking anxiety in the Thai EFL context. *LEARN Journal: Language Education and Acquisition Research Network*, 13(1), 195–209.

- Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *ELT Journal*, 58(3), 258–265. <https://doi.org/10.1093/elt/58.3.258>
- Li, C., Dewaele, Jean-Marc, & Hu, Y. (2021). BIROn - Birkbeck Institutional Research Online Foreign language learning boredom: 14, 223–249. <https://eprints.bbk.ac.uk/id/eprint/42611/%0AUsage>
- Li, R. (2024). *The impact of using Digital Storytelling on Chinese EFL learners' speaking ability*. 38, 221–231.
- Li, T. (2020). *Analysis on the causes and treatment of public speaking anxiety*. Proceedings of the 2020 4th International Seminar on Education, Management and Social Sciences (ISEMSS 2020), 514–518. <https://doi.org/10.2991/assehr.k.200826.103>
- Liu, Y., & Wang, J. (2023). Strategies for reducing EFL learners' foreign language anxiety in online classes: Investigating teachers' teaching credentials and experience. *Heliyon*, 9(7), e17579. <https://doi.org/10.1016/j.heliyon.2023.e17579>
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D.
- Margareta, W. L., & Savitri, W. E. (2023). The effects of teachers' motivational strategies on EFL learners' speaking ability in Junior High School. *Yavana Bhasha: Journal of English Language Education*, 6(2), 60–70. <https://doi.org/10.25078/yb.v6i2.2812>
- Martiningsih, I., Susilawati, E., & Rezeki, Y. S. (2024). Students' strategies to overcome public speaking anxiety. *Inspiring: English Education Journal*, 7(1), 66–86. <https://doi.org/10.35905/inspiring.v7i1.8766>
- Maquidato, I. M. (2021). The experience of English speaking anxiety and coping strategies: a transcendental phenomenological study. *International Journal of TESOL & Education*, 1(2), 45–64.
- Mulyana S, Burki A, & Helmie, J. (2023). Exploring students' speaking anxiety in an EFL classroom. *Technium Social Sciences Journal*, 50(01), 406–416. <https://doi.org/10.47577/tssj.v50i1.9919>
- Octaberlina, L. R., Muslimin, A. I., & Rofiki, I. (2022). An Investigation on the Speaking Constraints and Strategies Used by College Students Studying

- English as EFL Learners. *International Journal of Learning, Teaching and Educational Research*, 21(9), 232–249. <https://doi.org/10.26803/ijlter.21.9.14>
- Ölmezer-öztürk, E., & Öztürk, G. (2021). Reducing speaking anxiety in EFL classrooms: An explanatory mixed-methods study. *Porta Linguarum*, 2021(36), 249–261. <https://doi.org/10.30827/PORTALIN.V0I36.18018>
- Pontillas, M. (2020). Reducing the public speaking anxiety of ESL college students through popsispeak. *3L: The Southeast Asian Journal of English Language Studies*, 26(1): 91 – 105 <http://doi.org/10.17576/3L-2020-2601>.
- Putri, A. R., Zulida, E., Rahmiati, Asra, S., & Fadlia. (2020). A study of students' anxiety in speaking. *Journal of Education, Literature and Language Teaching*, 3(1), 35–47.
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172, 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Rianti, R., Syahid, A., & Qamariah, Z. (2022). The effectiveness of pair work activities on students' speaking anxiety and speaking ability. *Jurnal Education FKIP UNMA*, 8(4), 1471–1477. <https://doi.org/10.31949/educatio.v8i4.3760>
- Ruslin, Mashuri, S., Rasak, M. S. A., Alhabsyi, F., & Syam, H. (2022). Semi-structured interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal Of Research & Method in Education (IOSR-JRME)*, 12(1), 22– 29. <https://doi.org/10.9790/7388-1201052229>
- Sari, T. W. (2023). Speaking anxiety experienced by junior high school students and the strategies. *RETAIN: Journal of Research in English Language Teaching*, 11(1), 99–106. Retrieved from <https://ejournal.unesa.ac.id/index.php/retain/article/view/55031>
- Shamsuri, N. A. B. M., Anita, A., Kamaruddin, L. S. B., & Azhan, N. A. S. B. (2021). Speaking anxiety and strategies used by ESL learners to overcome in their classroom: a case study in Management and Science University (MSU) Shah Alam, Malaysia. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(4), 785. <https://doi.org/10.33394/jk.v7i4.4243>

- Simon, J. (2014). Three case studies. *Education and Training in Solution-Focused Brief Therapy*, 149–154. <https://doi.org/10.7208/chicago/9780226983592.003.0001>
- Siregar, A. M. P. (2022). Tertiary-level students' public speaking anxiety: A case study of English Education Department Students in Indonesia. *SALEE: Study of Applied Linguistics and English Education*, 3(2), 318–338. <https://doi.org/10.35961/salee.v3i2.507>
- Syahfutra, W., & Wibowo, A. P. (2021). Students' speaking anxiety in English Education study program. *ELT-Lectura: Studies and Perspectives in English Language Teaching Volume Students' Speaking Anxiety in English Education Study Program*. 8(1). <https://doi.org/10.31849/elt-lectura.v8i1.5920>
- Theriana, A. (2023). Understanding the strategies employed by EFL learners to overcome anxiety in the classroom. *NextGen Education Review Journal*, 1(2), 33–44. <https://doi.org/10.58660/nextgen.v1i2.38>
- Wijaya, K. F. (2023). Strategies to overcome foreign language speaking anxiety in Indonesian EFL learning contexts. *LLT Journal: Journal on Language and Language Teaching*, 26(1), 214–227. <https://doi.org/10.24071/lt.v26i1.4450>
- Yin, R. K. (2018). Case study research and applications. *Sixth Edition*