

Research Article

Peer Judgement and Speaking Anxiety in English Oral Performance

(A Micropolitical Perspective in the EFL Classroom)

Diva Febiyanti^{1*}, Sarlita D. Matra²

¹ English Language Education, Faculty of Teacher Training and Education, Universitas Pekalongan, Indonesia;
e-mail: divafebiyanti254@gmail.com

² English Language Education, Faculty of Teacher Training and Education, Universitas Pekalongan, Indonesia;
e-mail: starlighta.unique11@gmail.com

* Corresponding Author: Diva Febiyanti

Abstract. One of the biggest issues that students in English as a Foreign Language (EFL) class still face is speaking anxiety, especially when it comes to oral performance exercises. The previous study has largely concentrated on internal psychological issues and has rarely investigated how students' silence behavior during speaking activities is influenced by peer judgment and classroom micropolitics. Therefore, the purpose of this research was to find out how students' fear of making mistakes is influenced by peer judgement, whether micropolitical interactions influence students' silence during oral performances and how the classroom environment influences students' willingness to speak English. 26 eleventh-grade students from SMAN 1 Pekalongan participated in this study, which used a qualitative descriptive design. Thematic analysis was used to examine the data, which were gathered through open ended format questionnaire and classroom observation. The findings showed that students' fear receiving a poor grade and speaking anxiety were elevated by peer judgement, which include laughing, whispering, gossiping and making fun of pronunciation errors. The findings also demonstrated how classroom micropolitics caused unequal participation patterns, with confident students taking the lead and less confident students choosing to keep quiet during oral performance. Also, the classroom environment had a significant impact on students' desire to speak since students felt less confident while speaking in noisy and unsupportive settings. In general, peer interaction, the classroom environment and classroom micropolitical dynamics all contributed to the social construction of speaking anxiety.

Keywords: Classroom Micropolitics; Oral Performance; Peer Judgement; Silence Behavior; Speaking Anxiety.

Received: January 10, 2026

Revised: March 26, 2026

Accepted: May 11, 2026

Published: July 28, 2026

Curr. Ver.: July 28, 2026



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>)

1. Introduction

For students studying English in a school where it is not their native language speaking is a extremely difficult. They must consider what to say before speaking in front of others. Students must speak during these speaking exercises while maintaining audience interest and using proper vocabulary, grammar, and pronunciation. Corvino (2021) said that speaking in front of others might be scary for students because everyone can see when they make a mistake. According to Sharmin (2025) speaking exercises are challenging since students must also thin about what they are saying and worry about what other people will think of them.

Speaking anxiety has been one of the main obstacles to students' oral participation in EFL classrooms. According to Hol & Kasimi (2022) speaking exercises often lead to anxiety, fear, nervousness, and emotional distress among language learners. During oral performance, anxiety in speaking showed as psychological and physical reactions such as tremors, panic, hesitation, and fear (Asysyfa et al., 2023). Horwitz et al. (1986) further classified anxiety related to foreign languages into three categories: anxiety about test, communication anxiety and fear of negative feedback.

Horwitz et al. (1986) defined fear of negative feedback as students' anxiety about other people's opinions and expectations during language learning activities. Students may experience anxiety when speaking since oral performance puts their language skills in front of teacher and peers. As a result, when they expect negative responses from others, students frequently exhibit anxiety, avoidance behavior, and decreased willingness to speak. This idea is especially relevant in EFL classes since speaking exercises usually involve peer observation and public performance.

One of those factors, fear of negative feedback often happens by way of peer judgement in classroom interaction. Maher & King (2023) found that students' emotional comfort doing speaking activities was strongly affected by their classmates' reactions. Negative reaction from peers, such as laughing, whispering, gossiping, and mocking pronunciations errors may reduce the students' confidence and willingness to participate. Rahmania & Pahlevi (2022) also highlighted that students are often silent because of fear of embarrassment and judgment from their peers.

Students' speaking participation is influenced by classroom micropolitics in addition to psychological perspectives. Ball (1987) defined micropolitics as the informal power relations and pattern of interaction that shape communication and participation in educational settings. Peer hierarchy, unequal participation, dominant students, social comparison and emotional pressure during spoken interactions are examples of micropolitics in EFL classes. According to Xie et al. (2024), society shapes classroom engagement through small power relations between students.

From a micropolitical perspective, classroom interaction cannot be understood only through linguistic competence or individual psychological factors. Ball (1987) emphasized that educational settings are shaped by informal discussion, influence, and power relation among participants. In EFL classroom, these micropolitical processes may appear through peer judgement, social comparison, dominance, silence, and unequal participation patterns. In other words, students' decisions to speak or remain silence may be influenced not only by language ability but also by the social dynamics operating within the classroom atmosphere.

Speaking anxiety and classroom silence have been discussed in several previous studies. Perkasa & Savitri (2022) found that students' fear of making mistakes and their classmates' reactions had a significant impact on their silence during speaking exercises. Additionally, Wijayati & Risa (2023) clarified that students' emotional comfort during oral performance was greatly influenced by nonverbal peer reactions like laughing and whispering. Wahyuni (2025) discovered that students' desire to participate in classroom activities was reduced by communicative uncertainty and fear of being judged.

Although previous studies have investigated speaking anxiety and classroom silence, limited studies have specifically explored peer judgement as a micropolitical interaction shaping students' silence behavior in EFL oral performance. Most previous studies mainly focus on psychological aspects of anxiety, while the social processes underlying students' participation received less attention. Thus, this study investigates speaking anxiety through a micropolitical lens by examining how students' fear of making mistakes is influenced by peer judgement, identifying the micropolitical interactions that influence students' silence during oral performance, and examining how classroom atmosphere influences students' willingness to speak in EFL classroom.

2. Method

This research used a qualitative descriptive research design to investigate students' speaking anxiety, peer judgement, and silence behavior during English oral performance activities. According to Creswell (2018), the goal of qualitative descriptive research is to characterize social phenomena that naturally arise in actual settings.

26 eleventh graders from a single classroom participated in this study at SMAN 1 Pekalongan. Based on their involvement in spoken English performance exercises during interactions in the classroom.

The data were collected through classroom observation and open-ended questionnaires. Classroom observation focused on students' verbal and nonverbal behavior during oral performance, including hesitation, silence, laughing, whispering, and peer reaction. Meanwhile, the open-ended questionnaires explored students' experiences, emotional responses and perceptions related to speaking anxiety, peer judgement, and classroom interaction during oral performance activities.

The collected data were analyzed using thematic analysis. The researcher identified significant responses, grouped similar responses into initial codes, organized the codes into categories, and developed themes related to peer judgement, classroom micropolitics, speaking anxiety and silence behavior.

3. Results

The results of the research show that students' speaking anxiety in English oral performance activities was affected by peer judgement, classroom micropolitics, and classroom atmosphere. The research was conducted in one class of eleventh grade with 26 students at SMAN 1 Pekalongan. The data were collected through classroom observation and open-ended questionnaires about students' experience responses, participation patterns and peer interaction in speaking activities.

The result revealed that students suffered from speaking anxiety because of negative peer judgement, unequal classroom participation and unsupportive classroom atmosphere. Some students said that they were afraid of making mistakes when they performed orally since their peers usually would laugh, whisper, or respond negatively. The result of the observation also revealed that many students tended to remain silent during speaking activities, avoiding eye contact, and were hesitant to talk. Additionally, the classroom interaction demonstrated unequal participation patterns with less students tending to be inactive during oral performances and only confident students actively volunteering.

The research findings are presented based on the themes generated from thematic analysis, namely peer judgement and fear of making mistakes, classroom micropolitics and silence behavior, classroom atmosphere and students' willingness to speak.

Peer Judgement and Fear of Making Mistakes

The result demonstrated that students' anxiety of making mistakes during oral performance was significantly influenced by peer criticism. Most of participants agreed that responses from their peers, such as laughing, whispering, gossiping, and making fun of pronunciation error, made them feel more nervous and less confident when speaking.

Table 1. Peer Judgement and Fear of Making Mistake.

Category	Subcategory	Representative responses
Fear of negative feedback	Fear of ridicule	"takut ditertawakan kalau salah bicara" (S-2)
	Embarrassment	"malu karena teman tertawa" (S-10)
	Mocking pronunciation	"takut diejek saat speaking" (S-7)
	Gossiping behavior	"teman suka membicarakan orang lain" (S-7)
	Emotional discomfort	"sakit hati dengan respon teman" (S-16)

The result showed that peer interaction pattern in the classroom socially enhanced students' speaking nervousness. In addition to being common classroom behaviors, negative peer reactions like laughing, whispering and gossiping were micropolitical mechanisms that influenced classroom participation and feelings of safety. Those who saw themselves as less in language skilled tended to shy away from oral interaction in order to avoid interaction in order to avoid embarrassment and social rejection.

The observation findings showed that some students laughed and whispered when their friend made mistakes in pronouncing English word in oral performance. As they saw their peers' reactions, several of the passive students avoided making eye contact and became silent.

This result implies that students experienced uneven emotional stress due to peer judgement. While less confident students felt more nervous because they were worried about getting bad feedback from their peers, confident students appeared to be more comfortable participating in speaking exercises. As a result, classroom interaction also socially built the psychological foundations of speaking fear.

The findings support Horwitz et al. (1986) claim that one of the main causes of foreign language anxiety is worry if receiving a poor mark. According to Wijayati & Risa (2023) students' emotional comfort during oral performances is greatly influenced by nonverbal peer reactions like laughing and whispering. Also, the result match with Ball (1987) theory of micropolitics, which suggests that patterns of engagement in educational settings are influenced by subtle social interaction and informal power relations.

Additionally, the findings indicate that silent behavior started as a form of emotional self-defense. For fear of looking foolish in front of their peers, students choose to remain silence. This situation serves as an example of how classroom micropolitics may affect students' willingness to speak during oral performance exercises.

Classroom Micropolitics and Students' Silence Behavior

The findings further revealed that classroom micropolitics strongly influenced students' silence behavior during oral performance activities. Unequal participation patterns appeared clearly where only confident students actively volunteered while less confident students remained passive.

Table 2. Classroom Micropolitics and Students' Silence Behavior.

Category	Subcategory	Representative responses
Classroom micropolitics	Passive participation	"sering merasa diabaikan" (S-13)
	Social comparison	"iri dengan teman yang lebih lancar berbicara bahasa Inggris" (S-18)
	Inferiority feeling	"merasa minder dibanding teman yang lain" (S-17)
	Avoiding participation	"malu berbicara karena tidak lancar" (S-4)
	Unequal participation	"merasa tidak diperhatikan saat berbicara" (S-25)

Based on the data presented in Table 2, students' minor power dynamics influenced classroom interactions. Those who were more competent and had stronger speaking skills tented to dominate oral activities, whereas those who were less confident preferred to participate passively. This unequal participation pattern is a reflection of classroom micropolitics, in which students use their speaking performances to quietly negotiate their social status.

While the result of the observations showed that while many passive students hesitated before speaking and needed teacher encouragement, only a small number of students regularly volunteered during speaking exercises. After experiencing negative reactions from their peers, a few students also stopped talking.

The result also shows that students' emotional reactions during classroom interactions were significantly influenced by social comparison. When comparing themselves to students who spoke the language more fluently, a few of students admitted to feeling worse. So as to prevent negative comparisons and even humiliation during speaking exercises, students thus preferred quiet.

This situation shows that a lack of effort or an incapacity to speak English should not be the only explanation for quiet behavior. Instead, students chose silence as a coping mechanism to shield themselves emotionally from social pressure and peer criticism.

According to Huo (2021), rather than being a sign of passive disengagement, silence in EFL classes may serve as emotional self-defense.

The findings are also consistent with ball micropolitics theory, which highlights that informal power relations influence participation patterns in educational settings. Peer hierarchy, unequal participation and students' fear of social judgement during oral performance were all indicators of classroom micropolitics in this study.

Classroom Atmosphere and Students' Willingness to Speak

The findings also revealed that classroom atmosphere strongly affected students' willingness to speak English during oral performance.

Table 3. Classroom Atmosphere and Students' Willingness to Speak.

Category	Subcategory	Representative responses
Classroom atmosphere	Noisy classroom	"kelas berisik membuat tidak percaya diri" (S-21)
	Tense atmosphere	"suasana kelas tegang" (S-2)
	Unsupportive environment	"kelas ramai membuat trauma speaking" (S-20)
	Comfortable classroom	"lebih nyaman kalau kelas mendukung" (S-15)
	Positive support	"lebih percaya diri dengan teman yang mendukung" (S-23)

Based on Table 3, students' emotional ability to participate in oral activities was significantly influenced by the classroom atmosphere. Students' confidence and desire to speak in English were lowered by unpleasant classroom conditions such as loudness, peer distraction and negative social responses.

The observation data show that a lot of students talked with friends during speaking exercises, which made the classroom noisy and distracting. Additionally, a few of students were nervous speaking in front of their peers because they were afraid of their peers' negative comments.

When classmates created respectful and supportive classroom settings, students reported feeling more confident. Students were encouraged to participate more actively and felt less emotional pressure during speaking exercises when they had supportive peers. This result suggests that social interaction in the classroom, rather than just individual skill, was a significant factor in students' speaking confidence.

The result also shows a tight relationship between classroom micropolitics and classroom environment. While supportive classroom interaction decreased communication anxiety and emotional discomfort during oral performance, uncomfortable classroom conditions increased students' fear of making errors.

These results support Suparlan (2021) claim that peer interactions and classroom settings affect speaking anxiety. Additionally, Sugiyati & Indriani (2021) clarified that social interaction and the classroom environment have a significant impact on students' feelings during oral communication.

Overall, the results show that while loud and judgmental classroom settings promote silenced behavior and communication anxiety, supportive classroom conditions can reduce students' speaking fear.

4. Discussion

This research involved 26 students participating in English oral performance exercises in one eleventh grade classroom at SMAN 1 Pekalongan. This research examined the effect of classroom micropolitics, peer judgement and classroom environment on students' speaking anxiety and silence during speaking exercises. Open-ended questionnaires and classroom observations were used to gather the data. Several students showed hesitation, anxiety, avoidance behavior and quiet during oral performance exercises during the research procedure. Additionally, observations revealed that a few confident students tended to

dominate classroom interactions, while less confident students preferred staying silence during speaking exercises.

The discussion of this study is presented based on the research objectives generated from thematic analysis, namely peer judgement and students' fear of making mistakes, classroom micropolitics and students' silence behavior and classroom atmosphere and students' willingness to speak.

Peer Judgement and Students' Fear of Making Mistakes

The first objective of this research examined how peer judgement contributed to students' fear of making mistakes during English oral performance activities. The findings revealed that peer judgement significantly increased students' fear of making mistakes during oral performance activities. Negative peer reaction such as laughing, whispering, gossiping and mocking pronunciation mistakes created emotional pressure that reduced students' confidence during speaking activities. Several students admitted that they became more nervous when classmates reacted negatively to their speaking performance.

These findings indicate that students' speaking anxiety was socially reinforced through peer interaction patterns in the classroom. Peer judgement functioned not merely as ordinary classroom behavior, but as a social pressure influencing students' emotional comfort and classroom participation. Students who perceived themselves as linguistically weaker tended to avoid oral participation to protect themselves from embarrassment and social rejection. This condition demonstrates that anxiety during speaking activities was constructed not only internally but also socially through classroom interaction.

The result support the explanation provided by Horwitz et al. (1986) that one of the main reasons of anxiety related to learning a foreign language is fear of receiving poor grade. In the same way, Rahmania & Pahlevi (2022) argued that students frequently keep quiet during speaking exercises out of fear of being mocked or negatively evaluated by their peers. Additionally, Maher & King (2022) clarified that students' emotional comfort during oral performance is significantly impacted by their peers' responses. According to Corvino (2021), speaking exercises expose students emotionally as oral communication makes speaking errors immediately apparent.

The result also support the findings of Norahmi et al. (2025) who found that students who are afraid of making mistakes often show anxiety and avoidance behavior when participating in oral communication task. Speaking exercises can cause emotional discomfort and speaking anxiety in EFL students, because students must immediately manage peer pressure and language creation during oral performance, which makes them more susceptible to anxiety during classroom interactions.

Classroom Micropolitics and Students' Silence Behavior

The second objective of this research investigated the micropolitical interactions influencing students' silence behavior during oral performance. The result proved that students' silence behavior during oral performance exercises was influenced by classroom micropolitics. Unequal participation patterns were apparent, with confident students taking the lead and less confident students choosing to keep quiet. In addition, a few of students reported that they felt superior to their more fluent peers.

The result also shows that students minor social hierarchies influenced classroom interactions. While fewer confident students positioned themselves as passive participations to avoid embarrassment and negative peer judgement, students with stronger speaking abilities appeared more aggressive and dominant during oral activities. As a result, students started using silence as a coping mechanism to keep themselves emotionally safe during class.

Quiet behavior should not be mistaken with a lack of desire or an incapacity to communicate in English. Instead, during oral performance exercises, students used quiet as a method of emotional self-defense to avoid social pressure and embarrassment. These result support Huo (2021) explanation that rather than being a sign of passive disengagement, silence in EFL classes may serve as emotional self-defense. In the same way, Juma et al. (2022) argued that students could use quiet as a tactic to avoid emotional distress during language acquisition exercises.

Perkasa & Savitri (2022) discovered that students' quiet during speaking exercises is significantly influenced by their fear of making mistakes and their peers' reactions, confirm the findings. Wahyuni (2025) students' motivation to engage in classroom engagement is reduced by communicative uncertainty and fear of being judged. According to Ahmed (2024) students' fear of social assessment and emotional insecurity during class interactions are often linked to their quiet behavior in EFL courses.

The results are consistent with Ball's (1987) micropolitics theory, which highlights how participation patterns in educational contexts are significantly influenced by informal power relations. Peer hierarchy, unequal participation, and students' fear of social judgement during oral performance activities were all indicators of classroom micropolitics in this study. Xie et al. (2024) contended that small power dynamics among students socially shape classroom engagement. Additionally, Fitrawati et al. (2023) explained that emotional context plays an important role in shaping students' silence behavior in classroom interaction. Students experiencing emotional discomfort are more likely to withdraw from participation and avoid oral communication. Students' confidence and desire to participate in speaking activities may be slightly influenced by hierarchy in the classroom.

Classroom Atmosphere and Students' Willingness to Speak

The third objective of this research analyzed the effect of classroom atmosphere on students' willingness to speak English in oral performance activities. The result showed that the classroom atmosphere has a significant effect on the students' willingness to speak in the speaking exercises. Supportive classmates increased students' willingness to participate in oral performance, but noisy and unsupportive classroom conditions decreased students' confidence.

The observation results showed that in speaking exercises, some students were talking with their friends that made the classroom noisy and distracting. In addition, some of the students seemed to be feeling uncomfortable speaking in front of their peers because they were afraid of the negative responses of their peers. Students with less confidence were more emotionally affected by classroom conditions than students with more confidence.

The results suggest that the classroom atmosphere had a strong influence on the students' emotional readiness to participate in oral communication tasks. Negative classroom interactions led to an increase in students' fear of making mistakes and communication anxiety, while positive classroom interactions reduced students' anxiety and promoted active engagement.

The results support Suparlan (2021) who stated that speaking anxiety is different depending on the condition of the classroom and the relationship with peers. Similarly, Sugiyati & Indriani (2021) mention that social interaction and classroom atmosphere greatly affect students' emotional responses in oral communication activities. Furthermore, the social pressure and classroom interaction have an important influence on the students' speaking confidence in the language learning process (Sosa-López et al., 2020).

According to Tabancalı (2024) the interaction with peers in the classroom has a great impact on students' confidence and participation in language learning activities. Chen (2022) also discovered that students' oral performance and speaking confidence are greatly influenced by classroom interaction patterns and emotional comfort.

Overall, the findings of this research show that speaking anxiety was socially constructed through peer interaction, classroom micropolitical dynamics. Because emotionally uncomfortable classroom situations frequently raise students' anxiety and silent behavior, the classroom atmosphere may influence students' participation behavior. Teachers are expected to create a positive classroom environment that minimizes negative peer criticism and promotes equal participation in oral performance activities.

5. Conclusions

Based on the results of the research and discussion explained, it is concluded that based on the results of the research and discussion explained, it is concluded that this research demonstrates that students' anxiety and silence in English oral performances are affected by

peer judgment, classroom micropolitics and classroom atmosphere. Behaviors like laughing, whispering and mocking the error pronunciation of students' spoken language found to be highly effective in increasing students' fear of making mistakes and being criticized. This negative situation pushes less confident students to use quiet as a coping strategy to protect themselves from the embarrassment and emotional pressure. This provides into classroom micropolitics as dominant and confident students take control. Thus, the classroom atmosphere is key. A supportive atmosphere is a great motivator for students to speak up and get engaged, while noisy and unsupportive atmosphere reduce students' confidence.

Overall, this research concludes that speaking anxiety is not only an individual psychological problem but also a social phenomenon, which is shaped by peer judgement, classroom atmosphere, and the micropolitics of the classroom.

References

- Ahmed, A. (2024). A Classroom Ethnographic Study on Silence among EFL Graduate Students: A Case Study. *British Journal of Translation, Linguistics and Literature*, 4(1), 02–17. <https://doi.org/10.54848/bjtl.v4i1.75>
- Asysyfa, A., Handyani, A. M., & Rizkiani, S. (2023). Students' Speaking Anxiety in EFL Classroom. *PROJECT (Professional Journal of English Education)*, 2(4), 581. <https://doi.org/10.22460/project.v2i4.p581-587>
- Ball, S. J. (1987). *The Micropolitics Of The School*.
- Chen, I.-J. (2022). *Relationship between English Speaking Performance and Foreign Language Anxiety in Online Peer Learning*. 80–84. <https://doi.org/10.32996/jeltal>
- Corvino, M. (2021). *Quiet Intellectuals and the Place of Student Talk in Secondary English Classes: An Autoethnographic Inquiry*. 32(3), 167–186.
- Creswell, J. W. (2018). *Qualitative Inquiry And Research Deisgn Choosing Among Five Approsches 4th edition* (Vol. 32, Issue 3).
- Fitrawati, Kamil, I., & Perrodin, D. D. (2023). Foreign language reading anxiety: Exploring the experiences of EFL students at a state university in Padang, Indonesia. *English Language Teaching Educational Journal*, 6(1), 1–13. <https://doi.org/10.12928/eltej.v6i1.7716>
- Hol, D., & Kasimi, Y. (2022). A growing dilemma: English speaking anxiety-in-EFL classrooms: A review of research. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 28(28), 421–438. <https://doi.org/10.29000/rumelide.1132581>
- Horwitz, E. K., Horwitz, M. B., Cope, J., Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign Language Classroom Anxiety*. 70(2), 125–132.
- Huo, Y. (2021). *Book Review: East Asian Perspectives on Silence in English Language Education*. 12(June), 1–2. <https://doi.org/10.3389/fpsyg.2021.721438>
- Juma, O., Husiyin, M., Akhat, A., & Habibulla, I. (2022). Students' Classroom Silence and Hopelessness: The Impact of Teachers' Immediacy on Mainstream Education. *Frontiers in Psychology*, 12(January), 1–7. <https://doi.org/10.3389/fpsyg.2021.819821>
- Maher, K., & King, J. (2022). 'The Silence Kills Me.': 'Silence' as a Trigger of Speaking-Related Anxiety in the English-Medium Classroom. *English Teaching and Learning*, 46(3), 213–234. <https://doi.org/10.1007/s42321-022-00119-4>
- Maher, K., & King, J. (2023). Language anxiety and learner silence in the classroom from a cognitive-behavioral perspective. *Annual Review of Applied Linguistics*, 43, 105–111. <https://doi.org/10.1017/S0267190523000077>
- Norahmi, M., Aristia, C. F., & Mairing, J. P. (2025). *Student Speaking Anxiety, Causal Factors, And Recomendations: A Mixed Method Research*. 12(August 2025), 843–875.
- Perkasa, B., & Savitri, D. (2022). *Anxiety-Related Silence in Speaking among Indonesian EFL Junior High School Students*. 9(2), 47–63.
- Rahmania, M. A., & Pahlevi, M. R. (2022). *Exploring EFL Students ' Speaking Anxiety in Microsoft Teams Classroom Discussion Learning*. 15(2), 245–266.

- Sharmin, M. (2025). Gendered Participation in the Global South: Voice, Power, and Classroom Interaction in Bangladeshi Tertiary EFL Education. *ICRRD Quality Index Research Journal*, 6(4), 189–208. <https://doi.org/10.53272/icrrd.v6i4.7>
- Sosa-lópez, G., Barcelona, U. De, Mora, J. C., & Barcelona, U. De. (2020). *The Role Of Speaking Anxiety On L2 English Speaking Fluency, Accuracy And Complexity*. 1–12.
- Sugiyati, K., & Indriani, L. (2021). Exploring the Level and Primary Causes of Public Speaking Anxiety Among English Department Students. *Journal of Research on Language Education*, 2(1), 57. <https://doi.org/10.33365/jorle.v2i1.906>
- Suparlan, S. (2021). Factors Contributing Students' Speaking Anxiety. *Journal of Languages and Language Teaching*, 9(2), 160. <https://doi.org/10.33394/jollt.v9i2.3321>
- Tabancahi, E. (2024). *Cultural and micropolitical interactions of teacher relations*. 44(December), 1–14.
- Wahyuni, I. Y. (2025). *Exploring Students' Speaking Anxiety and Its Impact on Oral Performance in an Extensive Speaking Class*. 5(2), 237–250.
- Wijayati, D., & Risa, S. H. (2023). *Investigating Anxiety in Speaking among EFL Students : A Qualitative Study*. 10(1), 12–28.
- Wiyanto, M. S., Misnawati, M., & Dwiyantri, D. R. (2022). Penerapan Strategi Penolakan dalam Komunikasi Pembelajaran Bahasa Inggris antara Guru dan Siswa di SMK PGRI 1 Jombang. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 4(2), 3076–3084.
- Xie, X., Yong, M. F., Yap, N. T., & Nimehchisalem, V. (2024). Students' Perceptions of Evaluative Judgement in Technology-mediated Dialogic Peer Feedback. *Pertanika Journal of Social Sciences and Humanities*, 32(4), 1643–1660. <https://doi.org/10.47836/pjssh.32.4.19>