



## Managing Students' Anxiety in English Language Learning: An Analysis of Teachers' Strategies

Pramesti Chayatul Hikmah<sup>1</sup>; Adhan Kholis<sup>2\*</sup>

<sup>1,2</sup>Department of English Language Education, Universitas Nahdlatul Ulama Yogyakarta, Indonesia

<sup>2\*</sup>Corresponding Email: [adhan@unu-jogja.ac.id](mailto:adhan@unu-jogja.ac.id), Phone Number: 0813 xxxx xxxx

### Article History:

Received: Mar 10, 2025

Revised: May 03, 2025

Accepted: May 08, 2025

Online First: May 20, 2025

### Keywords:

Anxiety,  
Foreign Language Anxiety,  
Learning Strategy,  
Teachers' Strategies.

### Kata Kunci:

Kecemasan Berbahasa Asing,  
Kecemasan,  
Strategi Belajar,  
Strategi Pengajaran.

### How to cite:

Hikmah, P. C., & Kholis, A. (2025). Managing Students' Anxiety in English Language Learning: An Analysis of Teachers' Strategies. *Edunesia : Jurnal Ilmiah Pendidikan*, 6(2), 784-795.

This is an open-access article under the CC-BY-NC-ND license



**Abstract:** The present research aimed to investigate the causes of students' anxiousness, the methods used by teachers to control their students' anxiety while they were learning English, and the success of the methods used at MA Raden Fatah Prambanan, Sleman. The study used a case study methodology paired with a qualitative approach. Questionnaires, classroom observations, and in-depth interviews with an English teacher were used to collect data. Most of MA Raden Fatah Prambanan, Sleman's students have basic English skills. They lack motivation and think that learning English is difficult. 85,7% of students in grade 11 experienced anxiety during English language learning, and 14,3% did not feel anxiety. To reduce student anxiety, the teacher used various teaching strategies. These strategies included implementing different learning methods, such as group discussions, reading aloud, presentations, and ice-breaking activities; using a feedback model for students; and providing motivation and encouragement to boost students' confidence. These approaches helped make a more comfortable and encouraging educational situation. Strategies that were applied consistently and appropriately helped create a more conducive learning environment and supported the development of students' language skills. The research was expected to provide insights for teachers in managing student anxiety and serve as a reference for developing more effective teaching strategies.

**Abstrak:** Tujuan dari penelitian ini adalah untuk mengidentifikasi penyebab kecemasan siswa, metode yang digunakan guru untuk mengendalikan kecemasan siswa selama pembelajaran bahasa Inggris, dan seberapa efektif metode yang digunakan di MA Raden Fatah Prambanan, Sleman. Penelitian ini menggunakan pendekatan studi kasus dan menggunakan pendekatan kualitatif. Data dikumpulkan melalui kuesioner, observasi kelas, dan wawancara mendalam dengan guru bahasa Inggris. Sebagian besar siswa MA Raden Fatah Prambanan, Sleman memiliki kemampuan bahasa Inggris tingkat dasar. Mereka kurang memiliki motivasi dan berpikir bahwa belajar bahasa Inggris itu sulit. Sebanyak 85,7% siswa kelas 11 mengalami kecemasan selama pembelajaran bahasa Inggris dan 14,3% tidak merasa cemas. Untuk mengurangi kecemasan siswa, guru menggunakan berbagai strategi pengajaran. Strategi ini termasuk menerapkan metode pembelajaran yang bervariasi, seperti diskusi kelompok, membaca dengan suara keras, presentasi, dan kegiatan ice breaking; menggunakan model umpan balik untuk siswa; dan memberikan motivasi dan dorongan untuk meningkatkan kepercayaan diri siswa. Pendekatan-pendekatan ini membantu menciptakan lingkungan belajar yang lebih nyaman dan mendukung. Strategi yang diterapkan secara konsisten dan tepat membantu menciptakan lingkungan belajar yang lebih kondusif dan mendukung perkembangan kemampuan bahasa siswa. Diharapkan penelitian ini akan memberikan informasi kepada guru tentang cara mengelola kecemasan siswa dan membantu mereka mengembangkan pendekatan pengajaran yang lebih baik.

## A. Introduction

Students often struggle to learn English as a second language, especially in Indonesian secondary schools. One significant challenge is students' anxiety in learning English, affecting their motivation, participation and achievement. Based on teacher perceptions in the research (Rifiyanti et al., 2024), differences in students' proficiency levels, a lack of study time, inadequate materials, and the perception of English as a foreign language are the main problems in learning the language. According to (Hidayat & Devi, 2024), the students' need to be intrigued in learning English is challenging. This loss of interest can occur for various reasons, such as the perception that English is difficult, fear of making errors when speaking or writing in English, a less supportive environment, and weaker motivation. Identified five factors that increase anxiety in English classrooms: negative self-assessment, speech anxiety, discomfort when speaking to a native English speaker, fear of classroom breakdown or individual failure, and unfavourable opinions of classroom instruction in the English language learning (Sabir et al., 2021). Research (Dana & Aminatun, 2022) argues that students who experience higher levels of anxiety are less engaged and passive in class because they are afraid of making mistakes or feeling embarrassed when speaking in English. In addition, high anxiety can also disrupt the development of students' speaking skills as they tend to avoid participating in communication activities, such as discussions or presentations. As a result, they lose the chance to effectively exercise and enhance their ability to speak English, impacting their confidence and motivation to learn.

Anxiety, apprehension, fear, and tension are just a few of the feelings that define anxiety, which includes both psychological and physiological reactions to perceived dangers or stresses (Kianinezhad, 2024). Anxiety is future-oriented and tied to ambiguous threats, highlighting its anticipatory nature (Pihkala, 2020). When a person experiences anxiety, they feel tension, fear, nervousness and apprehension associated with the autonomic nervous system. According to Scovel (1978, cited from Kianinezhad, 2024), anxiety is characterized as a feeling that manifests in a sense of anxiousness and uncertainty, which is often linked indirectly to specific situations, locations or objects. MacIntyre (1999) describes language anxiety as a psychological condition characterized by stress, nervousness, emotional reactions, and worry associated with learning a second or foreign language (Oteir & Al-Otaibi, 2019). As mentioned by MacIntyre in the research (Toyama & Yamazaki, 2021), since the ability of an individual to learn a language is somewhat influenced by psychological factors like anxiety, foreign language classroom anxiety (FLCA) or foreign language anxiety (FLA) is a specific kind of anxiety that can impact learning outcomes. Kianinezhad (2024) argues that one of the most typical difficulties is Foreign Language Anxiety (FLA) experienced by many language learners when they start learning a new language. This anxiety involves a range of emotions, including fear and nervousness, which can emerge at different stages of the language-learning process. The same thing is explained by (Nilsson, 2019), which concerns negative emotions that appear when learning

and using a second language and are particularly relevant in the classroom, referred to as foreign language anxiety.

As mentioned by Horwitz et al (2014), three categories of anxiety often affect foreign language skills: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension indicates the fear or anxiety that arises when communicating with others, especially in interpersonal conditions where speaking a foreign language is necessary. Test anxiety arises when facing a test or evaluation, which can interfere with students' concentration and performance, especially in language exams. Meanwhile, the anxiety of being negatively defined by others is the fear of negative evaluation, which often makes individuals hesitant to speak or perform in public in a foreign language. These three types of anxiety are interrelated in affecting one's language skills, especially in situations that demand active and open use of language. Sari & Ningsih (2022) explain that there are two types of anxiety: anxiety as a personality state and a temporary state of anxiety. State anxiety represents a restricted physiological and psychological reaction that is directly associated with a negative situation at that specific moment (Leal et al., 2017). Spielberger (1972) defined Trait anxiety as one of the many distinctive features of a person's personality (Saviola et al., 2020).

Based on (Suhendro, 2020), A learning strategy is a plan or approach designed by educators to deliver subject matter in a way that is effective and appropriate to the needs of students. Effective learning strategies are crucial in managing student anxiety during English language learning. The strategies and behaviours language learners use to acquire or utilize a language more successfully are referred to as language learning strategies (Teng, 2023). In terms of language learning, Oxford explains that learning strategies help students deal with emotional barriers such as anxiety and increase confidence in learning. In addition, Purwanto (2022) also explains that it creates a supportive learning environment that encourages active participation and gradual improvement. In order to improve communication skills in English, learning strategies have a very important role because with these strategies, language learners can be actively involved and independent in their learning process (Lengkanawati, 2017). Language learning strategies are classified into metacognitive, cognitive, and socio-emotional strategies (Oflaz, 2019).

Problems in learning English at MA Raden Fatah include various factors that influence each other and affect how teaching and learning are conducted. According to one of the English teaching staff at MA Raden Fatah, students' motivation to learn English is still relatively low, and their mastery of English is mostly at a low stage. Students often find it hard to comprehend the content being taught, making them anxious, mostly when required to speak English. This anxiety becomes more intense when students listen to their peers speaking more fluently, causing a lack of confidence in their English skills. In addition, limited mastery of the material is one of the main factors causing anxiety. When students experience anxiety, it often disrupts their mental focus and interferes with their learning process. The teacher's approach to a lack of peer encouragement, vocabulary mastery, and less expressive and interactive teaching methods also affects low motivation to learn in class.

This often makes students feel less enthusiastic. As a result, this continued anxiety affects the teaching-learning process, especially in speaking skills, so understanding of the material is difficult to achieve optimally.

Several studies have examined anxiety in English language learning. For example, research conducted by [Dana & Aminatun \(2022\)](#) revealed a correlation between students' English language ability levels and their speaking anxiety levels. The study discovered that learners with high levels of speaking anxiety are likely to achieve lower EPT (English Proficiency Test) scores than learners who possess lower levels of speaking anxiety. Another study by [Pohan & Kusumawardany \(2023\)](#) explored students' perceptions of speaking anxiety in English classes, providing new insights into students' experiences and ways of coping with anxiety in specific learning contexts. Meanwhile, research by [\(Asnur, 2021\)](#) focused on students' speaking anxiety and teachers' strategic responses to students' anxiety when speaking English, providing important knowledge about the challenges of foreign language learning and the role of teachers in overcoming them.

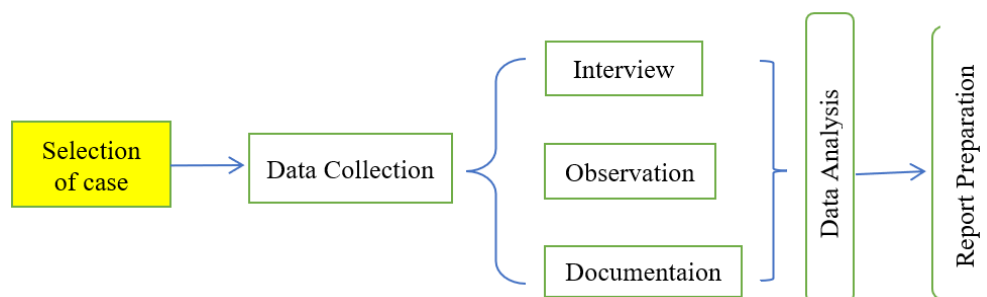
However, research on the factors that cause anxiety and teachers' strategies in overcoming student anxiety about secondary education in Indonesia is still limited, especially in Islamic-based educational institutions such as MA Raden Fatah. Therefore, this study aims to fill the literature gap by analyzing the factors that affect students' anxiety and the strategies used by English teachers at MA Raden Fatah in managing such anxiety, as well as evaluating the extent to which these strategies can increase students' confidence and reduce anxiety in learning English. It is anticipated that the results of this study will help teachers better manage student anxiety and serve as a guide for creating more successful teaching methods.

## B. Method

This research employed a qualitative research design, specifically utilizing a case study approach to explore the various strategies applied by teachers in addressing students' anxiety in learning English at MA Raden Fatah. This approach was chosen because it provided an opportunity to explore complex phenomena in detail, especially related to students' experiences and teachers' teaching practices in a particular context. The main focus of this research was on identifying the strategies implemented by teachers, the factors that caused student anxiety, and the effectiveness of these strategies in increasing student participation. This case study also allowed in-depth data collection through various sources, such as interviews, observations, and questionnaires, to better understand the research subject.

Data collection was conducted using three main techniques: deep interviews, classroom observations, and distributing questionnaires. Deep interviews were conducted with English teachers to understand their strategies and how they affected students in overcoming anxiety. Classroom observations were conducted during several learning sessions to record the interaction between teachers and students and observe how students responded to the strategies implemented by the teachers. In addition, questionnaires were

used to get a more in-depth context related to students' anxiety in learning English at Ma Raden Fatah. Data was thematically analyzed to identify important patterns relevant to the research objectives.



**Figure 1.** Research Flow

Thematic analysis was used to analyze the collected data, following several steps: data introduction, where transcripts and observation notes were reviewed to identify key ideas; coding, where relevant segments of data were categorized; theme identification, where codes were grouped into broader themes; and interpretation, where findings were analyzed about existing theories and previous research. To confirm the validity and credibility of the data, this study applied methodological triangulation by comparing findings from interviews, observations and questionnaires.

## C. Result and Discussion

### Result

The following section presents the research findings related to the strategies employed by the teacher to address students' anxiety in learning English at MA Raden Fatah. Those findings were obtained through analyzing data gathered through interviews, study room observations, and questionnaires. The effects are prepared based on the research awareness: (1) factors contributing to students' anxiety, (2) strategies implemented by the teacher, and (3) the effectiveness of these strategies in increasing student participation. The data is presented systematically based on the categories of strategies that have been identified, such as communication approaches, use of learning media, and efforts to create a supportive learning environment.

For the first need, the researcher inquired about teacher profiles like name, age, gender, latest education, and length of teaching time. The teacher who is the respondent in this research is an English teacher of MA Raden Fatah with 20 years of teaching experience. This teacher has a bachelor's degree in English education and has participated in several trainings related to teaching methods and strategies for dealing with student anxiety in learning English.

For the second, as derived from the interview responses, teachers said that students' abilities in learning English are diverse. Each student has a different level of understanding, from the basic and intermediate levels to a better level. However, the majority of students

are at the intermediate level. To assess students' general ability, teachers observe their progress through daily exercises, as the teacher said:

*“Well, if you look at all the students I teach, it is not the same between one student and another. the ability is indeed different. Some are still at the basic level, moderate and good. but most are already at the moderate level. In general, students' abilities can be seen from their daily practice.”*

Students experience different anxiety levels when it comes to learning English, particularly during situations like speaking in front of others, taking listening tests, or completing writing tasks. A significant reason for this anxiety is low self-confidence, as noted by the teacher:

*“Yes, students' anxiety levels when learning English actually vary. Many people experience anxiety when they must present in front of their classmates or engage in activities that demand a strong grasp of concepts, including listening or writing assessments. This often leads to a fear of being wrong and a lack of self-confidence.”*

In the interview, the teacher also identified some internal factors that cause students' anxiety, such as lack of confidence, basic language skills, lack of vocabulary, and low motivation to study. Further to internal factors, external factors include lack of support from the school and family environment and the teaching methods used. The teacher clarifies:

*“There is also a need for support from the environment, both school and family, as well as teaching methods.”*

Furthermore, this research is also supported by additional data obtained through questionnaire results. The questionnaires given to students showed their level of anxiety in learning English.

**Table 1.** Student Anxiety Level

| Variable                                   | Category          | Frequency | Percentage |
|--|-------------------|-----------|------------|
| <b>A. Identity</b>                         |                   |           |            |
| Age  | <17 years old     | 2         |            |
|  | >17 years old     | 5         |            |
| Gender                                     | Boys              | 2         |            |
|  | Girls             | 5         |            |
| <b>B. Student Anxiety Level</b>            |                   |           |            |
| Feeling nervous                            | Strongly Disagree | 2         | 28,6%      |
|  | Neutral           | 4         | 57,1%      |
|  | Strongly Agree    | 1         | 14,3%      |
| The heart beats fast when speaking English | Strongly Disagree | 1         | 14,3%      |
|  | Neutral           | 3         | 42,9%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 1         | 14,3%      |

| Variable                                   | Category          | Frequency | Percentage |
|--|-------------------|-----------|------------|
| Feel panicked when speaking English        | Strongly Disagree | 1         | 14,3%      |
|  | Neutral           | 3         | 42,9%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 1         | 14,3%      |
| Fear of making mistakes                    | Strongly Disagree | 1         | 14,3%      |
|  | Neutral           | 3         | 42,9%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 1         | 14,3%      |
| Difficult to concentrate                   | Strongly Disagree | 1         | 14,3%      |
|  | Disagree          | 1         | 14,3%      |
|  | Neutral           | 3         | 42,9%      |
|  | Agree             | 1         | 14,3%      |
| Feeling insecure                           | Strongly Disagree | 1         | 14,3%      |
|  | Disagree          | 1         | 14,3%      |
|  | Neutral           | 2         | 28,6%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 1         | 14,3%      |
| Feeling anxious                            | Strongly Disagree | 1         | 14,3%      |
|  | Neutral           | 2         | 28,6%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 2         | 28,6%      |
| <b>C. Factors that cause anxiety</b>       |                   |           |            |
| Difficulty in understanding new vocabulary | Disagree          | 2         | 28,6%      |
|  | Neutral           | 1         | 14,3%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 2         | 28,6%      |
| Difficulty pronouncing words               | Neutral           | 3         | 42,9%      |
|  | Agree             | 2         | 28,6%      |
|  | Strongly Agree    | 2         | 28,6%      |
| Difficulty understanding grammar           | Neutral           | 4         | 57,1%      |
|  | Agree             | 1         | 14,3%      |
|  | Strongly Agree    | 2         | 28,6%      |
| The subject matter is too difficult        | Strongly Disagree | 1         | 14,3%      |
|  | Disagree          | 1         | 14,3%      |
|  | Neutral           | 4         | 57,1%      |
|  | Agree             | 1         | 14,3%      |
| Afraid to make mistakes                    | Strongly Disagree | 1         | 14,3%      |
|  | Neutral           | 5         | 71,4%      |
|  | Agree             | 1         | 14,3%      |
| Difficulty following the lesson            | Strongly Disagree | 1         | 14,3%      |
|  | Neutral           | 6         | 85,7%      |

Besides overcoming students' anxiety, the teacher applies several learning strategies, including:

- A personal approach aims to understand each student's problems and needs and provide motivation and encouragement to become more confident.

- Creating a comfortable learning atmosphere with a humorous approach creates a space that is not tense and also ice-breaking.
- Provide exercises, such as searching for difficult vocabulary, to help students become more familiar with English and enrich their vocabulary.
- Use various learning media, including watching films, paying attention to songs, and playing educational quizzes and games.

**The teacher said:**

*"I create a more comfortable learning environment by taking a personal approach, learning more about each student's needs in learning English, and using a humorous approach so that students enjoy themselves and are not tense."*

Teachers recognize that the techniques implemented to decrease students' anxiety in learning English are quite effective. As the teacher mentioned:

*"They enjoy the class more when I give ice-breaking and educational games, they also look more relaxed when we learn together to analyze sentences by watching English movies."*

The findings from the interview indicate that students enjoyed the class more when given ice-breaking activities and educational games. In addition, they also look more relaxed and comfortable when learning together, especially when analyzing sentences through the screening of English films. This shows that interactive and fun learning methods can increase students' engagement and reduce their anxiety in studying. Another finding related to the effectiveness of strategies applied by teachers was obtained through interviews with students.

**Student 1:**

*"Learning with interactive media and educational games helps me enjoy learning more, the teacher's personal approach and motivational support also makes me more confident."*

**Student 2:**

*"In between lesson, the teacher invites me and my friends to ice breaking, which makes the class atmosphere feel relaxed and I don't feel tense."*

The difference in students' anxiety stages is the main challenge, where each student has different needs for the learning strategies used. In addition, the difficulty of applying a personal approach in a class with many students is also an obstacle. Limited time in teaching is also an obstacle, because teachers need to balance the delivery of material, interactions with students, and the stability of the implementation of learning resources, engagement with students, and strategies to reduce anxiety in a limited time optimally.

## Discussion

Based on the interview results, the teacher reported that lack of confidence, vocabulary, and low motivation to learn, as well as teaching methods and environmental support, are the principal factors contributing to students' anxiety in learning English. At the same time, self-confidence is the main goal considered unavoidable and necessary in teaching L2 in foreign language anxiety (Nilsson, 2019). This finding is in line with the effects of the formulation of the questionnaire, showing that 71.42% of students feel nervous when participating in English learning and 85.71% feel panicked when speaking English. From the class observation, students did seem more passive in learning activities. They seemed to avoid answering questions asked by the teacher by choosing to be silent. When allowed to do exercises in front of the class, no one volunteered to come forward until, finally, the teacher had to appoint students directly. This shows that students' initiative in participating is still low, and their involvement in learning still depends on encouragement or direct instruction from the teacher.

Based on this triangulation of data, it can be said that both internal and external influences influence students' anxiety during learning English. Internal factors include students' lack of confidence, limited vocabulary, and low motivation to learn English. It is in line with Horwitz's opinion in the study (Bensalem, 2017), which emphasizes that students with low self-confidence and poor vocabulary mastery tend to feel more intense anxiety in foreign language learning. The external factors include teaching methods and environmental support. In the context of learning, the educational environment has a more dominant role in influencing foreign language learning anxiety (FLA) than individual factors such as teachers. This is in line with the findings of Mihaljević Djigunović (2015, cited by Nilsson, 2019), that the educational environment has a more significant impact on FLA than the role of individual teachers. Therefore, a learning approach that takes into account environmental factors can be an effective strategy in reducing students' anxiety in learning a foreign language.

Furthermore, to help overcome students' anxiety, teachers apply several learning strategies such as a personal approach, providing motivation, creating a comfortable learning atmosphere with humour, and using games and ice-breaking. Observation data shows that students are more actively involved in learning when teachers use game-based learning methods or ice-breaking. However, the questionnaire results showed that 71.42% of students felt that game-based teaching methods helped reduce their anxiety, which means there are still students who feel the strategy is not fully effective. This could be due to the different needs of each student in dealing with anxiety. Therefore, data triangulation shows that the game-based method is quite effective in reducing student anxiety, it is supported by previous research showing that game-based learning increases student engagement and lowers anxiety by creating a relaxed learning environment (Wang & Tahir, 2020).

According to Krashen, one of the barriers to learning a second language is affective filtering (Zhang, 2023). The teacher said the strategy implemented has positively impacted, especially in creating a comfortable learning atmosphere. Initially, passive students began

to be more active in participating in learning. Vygotsky argues that students can achieve optimal development if they get help from others, both from teachers and peers. The Zone of Proximal Development (ZPD) concept explains that the most effective learning occurs when students work slightly outside their zone of ability with help from more competent others (Haryadi, 2024). This finding is also reinforced by observation, which shows that students look more enthusiastic in ice-breaking sessions and educational games. However, questionnaire data shows that although many students feel more comfortable with varied learning methods, 85.71% still fear making mistakes when using English, especially speaking. This suggests that their anxiety has not been fully addressed, and more specific strategies are needed to increase students' confidence. So, data triangulation confirms that the strategies teachers implement are quite effective; it is just that some students with different needs require different handling.

#### **D. Conclusion**

The findings from this study show that anxiety in learning English significantly affects students' participation and language skill development, especially in speaking. The results of the analysis show that internal factors, such as lack of self-confidence and limited vocabulary, as well as external factors, including teaching methods and learning environment, contribute to students' anxiety. Although various pedagogical strategies have been implemented to reduce anxiety, such as motivational approaches, humour, and interactive activities, some students still experience fear when speaking in English. In contrast, some strategies implemented have shown effectiveness in fostering a more engaging learning atmosphere; a more targeted and individualised approach is needed to address students' anxiety based on their specific needs comprehensively.

The findings of this investigation have important pedagogical outcomes, especially in the design and implementation of instructional strategies aimed at reducing language learning anxiety. Educators are encouraged to adopt interactive and student-centred approaches, such as ice-breaking activities, educational games, and film-based sentence analysis, to foster a more relaxed and supportive learning environment. In addition, as anxiety is closely related to self-confidence, curriculum developers and educational policy makers should emphasize the integration of confidence-building activities in English language teaching. Students can develop greater self-confidence by fostering a less stressful learning atmosphere, thereby improving speaking proficiency and overall language acquisition.

Other research is expected to focus on developing more personalised and flexible strategies to support learners in overcoming their anxiety about learning English. Research analyzing the long-term effects of different anxiety reduction methods could provide a deeper understanding of which approaches work best over time. In addition, exploring the use of technology, such as interactive apps or virtual learning environments, may offer new ways to provide a more relaxed and interesting environment for students to learn.

## References

- Asnur, D. (2021). *The Analysis Of Teacher's Strategies In Decreasing Student's Anxiety at SMAN 1 Singingi* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Bensalem, E. (2017). Foreign Language Learning Anxiety: The Case of Trilinguals. *Arab World English Journal*, 8(1), 234–249. <https://doi.org/10.24093/awej/vol8no1.17>
- Dana, M. Y., & Aminatun, D. (2022). The Correlation Between Speaking Class Anxiety And Students' English Proficiency. *Journal of English Language Teaching and Learning*, 3(2), 7–15. <https://doi.org/10.33365/jeltl.v3i2.1915>
- Haryadi, R. N. (2024). Penerapan Pembelajaran Kolaboratif dalam Meningkatkan Kompetensi Menulis Bahasa Inggris pada Siswa. *Wistara: Jurnal Pendidikan Bahasa dan Sastra*, 5(2), 123–135. <https://doi.org/10.23969/wistara.v5i2.19671>
- Hidayat, S., & Devi, W. S. (2024). Meninjau Fenomena Kurang Minat Bahasa Inggris di Sekolah: Sebab, Tantangan, Dampak, dan Solusi. *SEMNASFIP*, 2354-2360.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (2014). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Kianinezhad, N. (2024). Foreign Language Anxiety in Education. *JELITA*, 5(1), 123–143. <https://doi.org/10.56185/jelita.v5i1.477>
- Leal, P. C., Goes, T. C., Da Silva, L. C. F., & Teixeira-Silva, F. (2017). Trait vs. State Anxiety in Different Threatening Situations. *Trends in Psychiatry and Psychotherapy*, 39(3), 147–157. <https://doi.org/10.1590/2237-6089-2016-0044>
- Lengkanawati, N. S. (2017). Learner Autonomy in the Indonesian EFL Settings. *Indonesian Journal of Applied Linguistics*, 6(2), 222-231. <https://doi.org/10.17509/ijal.v6i2.4847>
- Nilsson, M. (2019). Foreign Language Anxiety. *Apples - Journal of Applied Language Studies*, 13(2), 1–21. <https://doi.org/10.17011/apples/urn.201902191584>
- Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. *European Journal of Educational Research*, 8(4), 999-1011. <https://doi.org/10.12973/eu-jer.8.4.999>
- Oteir, I. N., & Al-Otaibi, A. N. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal*, 10(3), 309-317. <https://doi.org/10.24093/awej/vol10no3.21>
- Pihkala, P. (2020). Anxiety and the Ecological Crisis: An Analysis of Eco-Anxiety and Climate Anxiety. *Sustainability*, 12(19), 7836. <https://doi.org/10.3390/su12197836>
- Pohan, A., & Kusumawardany, I. N. (2023). Students' Perception on Speaking Anxiety in English Classroom: Psychological View. *Inspiring: English Education Journal*, 6(1), 58–67. <https://doi.org/10.35905/inspiring.v6i1.4955>

- Purwanto, M. B. (2022). Strategi Pembelajaran Bahasa Inggris untuk Meningkatkan Skor TOEIC Mahasiswa Politeknik Darussalam. *DIAJAR: Jurnal Pendidikan dan Pembelajaran*, 1(2), 142–146. <https://doi.org/10.54259/diajar.v1i2.658>
- Rifiyanti, H., Nurtika, M., Rahayu, S., & Nurhayati, I. (2024). Persepsi para Pendidik terhadap Tantangan-tantangan dalam Pengajaran Bahasa Inggris. *Multidisciplinary Indonesian Center Journal (MICJO)*, 1(2), 790–797. <https://doi.org/10.62567/micjo.v1i2.80>
- Sabir, B. Y., Othman, B. J., Gardi, B., Ismael, N. B., Hamza, P. A., Sorguli, S., Aziz, H. M., Ahmed, S. A., Ali, B. J., & Anwar, G. (2021). Administrative Decentralisation: The Transfer of Competency from the Ministry of Education to General Directorates. *International Journal of Rural Development, Environment and Health Research*, 5(3), 1–13. <https://doi.org/10.22161/ijreh.5.3.1>
- Sari, M. N., & Ningsih, P. E. A. (2022). An Analysis of Students' Motivation and Anxiety on Learning English at SMA Negeri 6 Kerinci. *Pendekar: Jurnal Pendidikan Berkarakter*, 5(3), 181–188. <https://doi.org/10.31764/pendekar.v5i3.10994>
- Saviola, F., Pappaianni, E., Monti, A., Grecucci, A., Jovicich, J., & De Pisapia, N. (2020). Trait and State Anxiety are Mapped Differently in the Human Brain. *Scientific Reports*, 10(1), 11112. <https://doi.org/10.1038/s41598-020-68008-z>
- Suhendro, E. (2020). Strategi Pembelajaran Pendidikan Anak Usia Dini di Masa Pandemi Covid-19. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 5(3), 133–140. <https://doi.org/10.14421/jga.2020.53-05>
- Teng, M. F. (2023). Language Learning Strategies. *Cognitive Individual Differences in Second Language Acquisition: Theories, Assessment and Pedagogy*, 19, 147. <https://doi.org/10.1515/9781614514749-008>
- Toyama, M., & Yamazaki, Y. (2021). Classroom Interventions and Foreign Language Anxiety: A Systematic Review with Narrative Approach. *Frontiers in Psychology*, 12, 614184. <https://doi.org/10.3389/fpsyg.2021.614184>
- Wang, A. I., & Tahir, R. (2020). The Effect of Using Kahoot! For Learning – A Literature Review. *Computers & Education*, 149, 103818. <https://doi.org/10.1016/j.compedu.2020.103818>
- Zhang, Y. (2023). Teaching Strategies of College English Listening Based on Affective Filter Hypothesis. *The Educational Review, USA*, 7(1), 26–30. <https://doi.org/10.26855/er.2023.01.007>