

## STRATEGIES IN DEALING WITH SPEAKING ANXIETY: A MIXED METHOD STUDY ON ENGLISH STUDENTS

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### Abstract

This study investigates strategies used by university English department students to overcome their speaking anxiety. It applied an explanatory sequential mixed method. The selected samples of the present study were 71 out of 109 population. Two main instruments used to collect the data were a questionnaire and an interview. The findings indicated that 53 students (3.74) often applied strategies to overcome their speaking anxiety. The result of the quantitative data showed that the overall mean score on the strategy applied by students to overcome speaking anxiety on positive thinking was 3.87, relaxation was 3.98, preparation was 4.05, peer seeking was 3.82, and categorized into *high* level respectively, while the resignation mean score was 2.99 and categorized into *moderate* level. Based on the interview results of 10 selected students, they applied five types of strategies above, and some students applied other strategies, such as practicing in front of the mirror and utilizing a learning tool. Since the strategies students apply have overcome their speaking anxiety, students are recommended to implement the above strategies.

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## INTRODUCTION

In Indonesia, learning English presents significant challenges because of its limited use in daily communication (Yang & Yuen, 2014). This makes aspects like structure,

pronunciation, and vocabulary difficult. English is commonly used during classes, creating a challenge for students to seek additional practice (Wang, 2009). Among the four skills (listening, speaking, reading, writing), speaking is an important skill for communication. This is in line with the definition stated by Irsyad and Narius (2013), which states that speaking is a type of oral communication utilized by people in their social community, which requires individuals to perform it. Thus, it differentiates speaking from other skills because it involves real-time engagement, quick thinking, and adaptability, which make it more demanding than other skills.

However, Fitri (2020) found that many students in Indonesia struggle with speaking because of some factors such as a lack of vocabulary, grammar challenges, and self-confidence issues. The students are also uncomfortable and afraid of being laughed at or judged, which causes them to avoid speaking opportunities, and indicating a high level of language anxiety. Setiadi (2020) described anxiety as an uneasy emotional state in which an individual senses danger, is powerless, and exhibits tension in anticipation of danger. This issue is not only limited to younger students but also affects students who typically learn English, which causes a mental block that hinders language learners from receiving comprehensible input. Anxious learners are unable to think and talk coherently because they struggle to manage the anxiety that causes them to worry and interferes with their learning process.

Toubot et al. (2018) stated three factors why learners encounter speaking anxiety: (a) language test anxiety, which indicates that students are concerned about failing the test; (b) communicative apprehension, which indicates that students are concerned about miscommunication with their teachers, (c) fear of negative evaluation, indicates that students need additional time to face other people's assessments of them when they are performing orally. The majority of learners experience anxiety when speaking in front of their peers. However, it will be a minor concern if they know how to handle it. Kondo and Ying-Ling (2004) proposed five strategies to overcome speaking anxiety. First, preparation strategy. It is connected to improve learning techniques to lessen the impending threat. Second, relaxation strategy. It contains techniques for reducing somatic anxiety. Third, positive thinking strategy. It is characterized by its calming effect to soothe students' anxiety by stifling the unsettling thinking process that makes them more anxious. Fourth, peer seeking strategy. It is described as students' effort to find other friends who seem to be having difficulty managing their anxiety to perform well. Last is the resignation strategy. It is demonstrated by students' unwillingness to take any action to ease their language fear.

Based on preliminary observations of English department students at a university, it was found that most fourth-semester students could understand what the speakers said because they already possessed a stock of vocabulary words. However, they are afraid

of and hesitate to express themselves in spoken communication when actively participating in dialogues. This relates to Abbasi (2020), who found that speaking anxiety influenced students' performance, loss of concentration, and disinclined behaviour.

Much of the existing research has primarily centered on the measurement of speaking anxiety. However, there is limited research focusing on strategies applied to overcome speaking anxiety. This study could fill these gaps by focusing specifically on the strategies that applied by students who are undergoing English language learning. Therefore, this research is conducted in order to investigate strategies to overcome speaking anxiety applied by the students.

## **METHODS**

This study applied an explanatory sequential mix method. According to Gay et al. (2011), the explanatory sequential method involves the researcher gathering quantitative data first, analysing the results, and building on the findings using the qualitative method to explain further. This research was conducted at the English department at one of the universities in Indonesia. The population of this study was the fourth-semester students, with a total population of 104 students. Moreover, the sample had been chosen by simple random sampling using a lottery. Following the sampling technique, 71 students were selected as the sample of this study.

The data collection was done online using a closed-ended questionnaire and a semi-structured interview. The former instrument was adapted from Marwan (2007) and He (2017). The questionnaire consisted of 15 items, divided into five strategies to overcome speaking anxiety as proposed by Kondo and Ling's (2004) theory, namely preparation, relaxation, positive thinking, peer seeking, and resignation, comprising 15 statements. To determine the agreement level, each statement using the Likert scale is given a numerical value from 1 to 5, with 5 representing the most positive response (Strongly Agree) and 1 representing the least negative response (Strongly Disagree). The blueprint of the questionnaire is presented in Table 1 below:

**Table 1.**  
*Blueprint of the Questionnaire*

No.	Constructs	No. of Items	Total No. of Items
1.	Preparation	1,2,3	3
2.	Relaxation	4,5,6	3
3.	Positive Thinking	7,8,9	3
4.	Peer Seeking	10,11,12	3
5.	Resignation	13,14,15	3
<b>Total</b>			<b>15</b>

To obtain more extensive data from the quantitative results, a semi-structured interview was conducted to collect the students' responses. The semi-structured interview includes a prepared interview guide that allows for flexibility in question wording and order (Braun & Clarke, 2006). This research employed purposive sampling to find the interviewees with specific criteria that are relevant to the study. From that reason, 10 students were selected as the interviewees. The interview was conducted in person using the English language.

A descriptive statistical analysis was employed to determine the mean score using Microsoft Excel 2018 to calculate and analyse the data. After that, the result was classified based on Hadiyanto (2019) to know the students' responses to strategies to overcome speaking anxiety. The classification can be seen in the following table.

**Table 2.**  
*Level of Category*

Score	Interpretation
4.21 – 5.00	Very High
3.41 – 4.20	High
2.61 – 3.40	Moderate
1.81 – 2.60	Low
1.00 – 1.80	Very Low

Meanwhile, the data for the interview were translated descriptively using Miles and Huberman's (1994) model, which consists of three phases: First, the mass of the data was

reduced with the process of selecting, focusing, and transforming the data. The interview data has been transcribed, followed by selecting the data according to the purpose of the study. Second, the data was displayed to offer an organized compilation of data that enables drawing conclusions. Since the data was presented with a narration, the data was displayed and simplified without reducing the content. Last, the researcher drew the conclusion regarding the formulation of the problem. These conclusions are continuously analyzed, and if the data is insufficient to address the research problem, the researcher will return to the field to strengthen this data.

## FINDINGS

In this section, the researcher presents the findings which involve 5 constructs consisting of preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy, and resignation strategy. Moreover, the interview data was also gathered to support the quantitative data.

### Preparation Strategy

The preparation strategy relates to students' initiatives to mitigate the looming threat by improving learning strategies. The findings are presented in the table below:

**Table 3.**  
*Preparation Strategy*

No	Items	Score	Mean	Level
1.	I pay attention in class to overcome my speaking anxiety	280	3.94	High
2.	I often try to speak English to overcome my speaking anxiety	290	4.08	High
3.	I review the material before the class to overcome my speaking anxiety	256	3.60	High
<b>TOTAL</b>		<b>826</b>	<b>11.63</b>	
<b>MEAN SCORE</b>			<b>3.87</b>	<b>High</b>

Table 3 shows that from 71 respondents, the overall mean score in this construct was 3.87. This score was categorized as high level in the preparation strategy applied by students. As shown in the table above, the highest score was item 2 with the mean of 4.08. This score was included in the high level. While the lowest score was item 3, with the mean of

3.60, which also indicates the high level. Furthermore, the interview results support the quantitative result with other insights.

### ***Practice to Speak English***

These interviewees' results support item number 2 of the questionnaire.

S1: "Yes. **Usually I practice before speaking in front of a lot of people.** And I do practice in front of a mirror or sometimes I ask my friends to check did I did well or not"

S2: "So, basically or usually I use taking notes. Taking notes and **try to practice.** Practice maybe in front of the mirror"

S9: "Of course I do preparation a lot. For example, if I going to speak in front of many people, let's say I have a presentation, **I do the practice several days before the class**"

Based on the interview, the students try to speak English or practice English to overcome their speaking anxiety.

### ***Review the Material***

These interviewees' results support item number 3 of the questionnaire.

S3: "Yes, **I use preparation with the review material.** So, with that, it can help me to overcome speaking anxiety"

S8: "Yes. So, basically, **I studied the materials beforehand** and I tried to, talk to myself in front of mirror or just, you know, just to talk with myself. And, yeah, that's how I prepare myself to overcome my speaking anxiety"

Based on the interview, the students review the material before the class to overcome their speaking anxiety.

### **Relaxation Strategy**

Relaxation strategy includes strategies aimed to help the body cope with emotional strain. The findings are presented in the table below:

**Table 4.**  
*Relaxation Strategy*

No	Items	Score	Mean	Level
4.	I take a deep breath if I feel anxious to overcome my speaking anxiety	292	4.11	High
5.	I try to relax if I feel anxious to overcome my speaking anxiety	280	3.94	High
6.	I try to smile if I feel anxious to overcome my speaking anxiety	276	3.88	High
<b>TOTAL</b>		<b>848</b>	<b>11.94</b>	
<b>MEAN SCORE</b>			<b>3.98</b>	<b>High</b>

As shown in Table 4, from 71 respondents, the overall mean score in this construct was 3.98. This score was categorized as high level in the relaxation strategy applied by students. As shown in the table above, item 4 received the highest score, with the mean of 4.11. This score was included in the high level. While the lowest score was item 6, with the mean of 3.88, which also indicates the high level. Below are the interview results to support the quantitative result.

#### ***Take A Deep Breath***

These interviewees' results support item number 4 of the questionnaire.

- S3: "Sometimes, I use relaxation with scrolling Instagram, maybe. Or, **I breathe before speaking**. So, with that, it can help me to overcome speaking anxiety"
- S4: "Yes, I do. So um maybe for relaxation um **I'd be like uh like inhale and exhale I calm my mind** like um thinking uh relaxation like yeah I do like inhale and exhale"
- S8: "Yeah. **I use it by taking a deep breath**, and whenever I, talk too fast or, you know, I try to slow my I try to slow the pace, and I try to take a deep breath"
- S9: "...Like 30 minutes before I have to speak in front of the class, **I usually take a deep breathing** and then try to calm myself down"
- S10: "Sometimes. Maybe **I take a breath and inhale exhale**, but in in a stable way"

Based on the interview, the students take a deep breath if they feel anxious to overcome their speaking anxiety.

### ***Try to Relax***

These interviewees' results support item number 5 of the questionnaire.

S2: "... I remember when also in presentation that I have not enough preparation in that time. **So, I try to relax and be more focused** and read the material in the classroom. So, relaxation help me focus and reduce the anxiety"

S5: "... **I try to relax myself** by doing this, like, deep breathing and then try to make myself calm and confidence"

Based on the interview, the students try to relax if they feel anxious to overcome their speaking anxiety.

### ***Use Body Movement***

These interviewees' results support item number 6 of the questionnaire.

S7: "... before I start to talk or start to speak, I stopped for a moment then looking at the audience and taking a deep breath and **start smiling** at them and talk after that"

Based on the interview, the students try to smile if they feel anxious to overcome their speaking anxiety.

### **Positive Thinking Strategy**

Positive thinking strategy is defined as its calming effect of suppressing the troubling thought processes that cause students' anxiety. The findings are presented in the table below:

**Table 5.**

*Positive Thinking Strategy*

<b>No</b>	<b>Items</b>	<b>Score</b>	<b>Mean</b>	<b>Level</b>
7.	I convince myself that I can speak English to overcome my speaking anxiety	313	4.40	Very High
8.	I try to be brave in speaking English to overcome my speaking anxiety	277	3.90	High
9.	I remind myself that it is OK to make mistakes in speaking English to overcome my speaking anxiety	273	3.84	High
<b>TOTAL</b>		<b>863</b>	<b>12.15</b>	
<b>MEAN SCORE</b>			<b>4.05</b>	<b>High</b>

From table 5, the overall mean score in this construct is 4.05. This score is categorized as high level in the positive thinking strategy applied by students. As shown in the table above, item 7 had the highest score, with the mean of 4.40. This score was categorized in the high level. Item 6 had the lowest score, although the mean was 3.84, which also indicates the high level. Below are the interview results to support the quantitative result.

### ***Convince Myself that I Can Speak English***

These interviewees' results support item number 7 of the questionnaire.

- S1: "...Sometimes **I say to myself, if my friends can do it, so I can do it also.**"
- S2: "**Of course, I think that I can do it. I think myself can do it and can pass of it.** And by thinking or imagining myself succeed in speaking in public, it will reduce my anxiety and make me more confident to speak"
- S4: "Yes, I do. Okay so um one of the reason of my anxiety is from my mind like I overthink about people's opinion if I don't do it speaking better, so to overcome this I choose to have a positive thinking and **thinking that uh I can do this I can speak in front of my friends** um yeah and it helps me to overcome my speaking anxiety"
- S5: "I try to manipulate my mind by thinking like this. Like, **I've already studying English for, for 10 years. So, yeah, of course, I can do it.** Why not? Like, I already try my best. I already study hard. So I can"
- S8: "Yeah. **So I try to think that I'm the same I'm the same level I'm at the same level with my peers**"

Based on the interview, the students convince themselves that they can speak English to overcome their speaking anxiety.

### ***Try to be Brave***

These interviewees' results support item number 8 of the questionnaire.

- S7: "Yeah, before this, I usually thought like, they may think bad about me, they may look at me, I'm a bad person, I'm not a good person, So they only know me when I going to talk **so I just try to be brave.** It can release my anxiousness"

Based on the interview, the students try to be brave in speaking English to overcome their speaking anxiety.

### ***It Is Okay to Make Mistakes***

These interviewees' results support the item number 9 of the questionnaire.

- S10: "Yeah. I always, remind myself that **it's okay to, like, loss in grammar, but let it flow.** Just don't over overreacted"

Based on the interview, the students remind themselves that it is OK to make mistakes in speaking English to overcome their speaking anxiety.

### Peer Seeking Strategy

In the peer-seeking strategy, students try to seek out friends who seem to be struggling with anxiety. The findings are presented in the table below:

**Table 6.**  
*Peer Seeking Strategy*

No	Items	Score	Mean	Level
10.	I remind myself that my friends must also be anxious to overcome my speaking anxiety	271	3.81	High
11.	I look for friends who are also having difficulty in overcoming my speaking anxiety	270	3.80	High
12.	I ask my friends around me to overcome my speaking anxiety	273	3.84	High
<b>TOTAL</b>		<b>814</b>	<b>11.46</b>	
<b>MEAN SCORE</b>			<b>3.82</b>	<b>High</b>

Table 6 reveals that from 71 respondents, the overall mean score in this construct was 3.82. This score was categorized as high level in the peer seeking strategy applied by students. As shown in the table above, item 12 received the highest score, with the mean of 3.84. This score was included in the high level. While the lowest score was item 11, with the mean of 3.80, which also indicates the high level. Below are the interview results to support the quantitative result.

### *Look for A Friend*

These interviewees' results support item number 11 of the questionnaire.

S6: **“So I tried to find someone who got really anxious too when I'm about to talking in English.** And then I feel like, oh, it's okay. Everyone anxious too, so it's okay”

Based on the interview, the students remind themselves that other friends must also be anxious to overcome their speaking anxiety.

### *Ask Other Friends*

These interviewees' results support item number 12 of the questionnaire.

- S3: “Yes, I do. Because when we know that there are friends that same with us have speaking anxiety. And with that, so that **we can have the communication each other**. And so that's why we can overcome speaking anxiety.
- S5: “Oh, yeah. Because I have so many friends, **I ask them to ask them how they feel. Is are you nervous or not?** If iyes, let us practice together like that”
- S7: “Yeah, **I asked them, do you feel anxious when speaking English?** And most of them said, yes, I feel anxious too, then they tell me how to overcome the anxiousness in speaking English”
- S9: “Sometimes I do. Let's say, the example that presentation again, in my group, **I ask you prepared enough to presented your materials?** And then they, they, they answer like, no, I haven't. That make me little bit calm, because I'm not the one who not prepared yet”

Based on the interview, the students ask other friends who are also having difficulty to overcome their speaking anxiety.

### **Resignation Strategy**

The resignation strategy is demonstrated by students' unwillingness to do anything to alleviate their language anxiety. The findings are presented in the table below:

**Table 7.**  
*Resignation Strategy*

No	Items	Score	Mean	Level
13.	I stop paying attention to overcome my speaking anxiety	202	2.84	Moderate
14.	I accept a situation that can make me feel anxious to overcome my speaking anxiety	255	3.59	High
15.	I avoid a situation that can make me feel anxious to overcome my speaking anxiety	181	2.54	Low
<b>TOTAL</b>		<b>638</b>	<b>8.98</b>	
<b>MEAN SCORE</b>			<b>2.99</b>	<b>Moderate</b>

Table 7 shows that from 71 respondents, the overall mean score in this construct was 2.99. This score was categorized as moderate level in the resignation strategy applied by students. As shown in the table above, item 14 received the highest score, with the mean of 3.59. This score was categorized into the high level. While the lowest score was item

13, with the mean of 2.84, which categorized into moderate level. Below are the interview results to support the quantitative result.

### *Avoid the Situation*

This interviewee's result support item number 15 of the questionnaire.

S6: "Rarely. Like, I got into a speech competition at high school, and then **I just simply don't come to the event. I avoid the situation**"

Based on the interview, the student avoid the situation that can make them feel anxious to overcome their speaking anxiety.

Once the data from the questionnaire had been analyzed, the researcher calculated the average score of the student strategy to overcome speaking anxiety. The table below displays the mean score of students' responses.

**Table 5.**

*The Mean Score of Strategies to Overcome Speaking Anxiety Applied by English Study Program Students of FKIP Universitas Riau*

No	Constructs	Score	Category
1	Preparation	3.87	High
2	Relaxation	3.98	High
3	Positive Thinking	4.05	High
4	Peer Seeking	3.82	High
5	Resignation	2.99	Moderate
<b>MEAN</b>		<b>3.74</b>	<b>High</b>

Based on Table 8, the mean score of five strategies to overcome speaking anxiety applied by English department students was 3.74, categorized as high category. Moreover, the highest mean score was the positive thinking strategy, with a mean score of 4.05. Meanwhile, the lowest mean score was the resignation strategy, with a mean score of 2.99.

## **DISCUSSIONS**

The research findings showed that strategies to overcome speaking anxiety applied by the students were in the *high* category. It is proved by the mean score of the questionnaire, which is 3.74. Several interpretations can be made following the findings. First, the results

revealed that most students convinced themselves they could speak English to overcome their speaking anxiety. It implies that the *positive thinking* strategy was the most frequently chosen strategy to overcome their speaking anxiety. It was also supported by the interview results, which showed that the students reassured themselves that they already tried their best to handle the situation. This justified the research findings by Ayres (2009), who found positive thoughts could diminish speaking anxiety. In addition, Chan (2011) reported that positive anticipatory processing could increase students' self-confidence before a speaking performance. This finding was also relevant to Rahmah and Azhimia's (2022) study, which found that students tried to think positively because it was crucial to creating confidence even though they had not mastered speaking in English. Moreover, the quantitative result showed that students applied a positive thinking strategy by trying to be brave. It is suitable with the view of students daring themselves to speak because if they do not bear with it, they will not be able to handle their weaknesses and train them to reduce the anxiety they experience. This is in line with the research finding of Kao and Craigie (2013) that positive thinking entailed active behavioral and cognitive efforts to reduce anxiety, which in turn related to a decreased level of foreign language anxiety.

Second, the results revealed that *relaxation* was the second most frequently chosen strategy. Relaxation can release physical tension and help people overcome speech anxiety. From the findings, the researcher concluded that relaxation before speaking could help the students lower their tension. This aligned with Hamdani et al. (2022), who proved that relaxation strategies helped students increase psychological responses to stress and anxiety. Furthermore, most interviewees claimed that they took deep breaths to relax whenever they felt anxious. This finding supported the study conducted by Dincer et al. (2022), who discovered that deep breathing could link to emotional freedom and effectively reduce the severity of students' speaking anxiety. In addition, this study reported that breathing was feasible for students who experienced tension and anxiety while giving a speech. Deep breathing techniques were also easy to apply in class (Khng, 2017).

Third, the results revealed *preparation* as the third most applied strategy. The findings showed that students often practiced speaking English to overcome their speaking anxiety. It was in accordance with Yasuda and Nabei's (2018) study, which revealed that the preparation strategy significantly reduced language anxiety. It can be stated that when learners prepared well in advance, they felt more confident, which decreased the potential for speaking anxiety. Furthermore, the qualitative findings implied that students could overcome their speaking anxiety when they had prepared the material. These results were consistent with the research findings by El Sakka (2016), which found that preparation as a self-regulated strategy effectively helped EFL university students feel less nervous when speaking. Preparation was the most common yet important thing when it came to speaking anxiety. This statement was also supported by Muna and Fitriah (2019), who

said that the first step in overcoming anxiety related to speaking publicly was to start with the speakers themselves. In addition, Aydin (2008) stated that lack of preparation was one of the reasons that caused speaking anxiety. Menzel and Carrell (1994) also found in their research that the time spent getting prepared to speak, including visual aids, was found to have a significant impact on the speaking outcome. It was also said that longer preparation times lead to better speech performance.

Fourth, the result showed *peer seeking* as the fourth most applied strategy to overcome speaking anxiety. Unlike preparation, which focuses on the student's attitude, peer seeking focuses more on students' mentality or cognition. Based on the quantitative and qualitative results, students used this strategy by asking their friends and having an interaction. These findings justified a study by Hakim and Suniar (2019) in which socio-affective strategies through peer interaction could diminish anxiety and motivate students to speak. Flores (2024) also discovered that voicing their fears could help students alleviate their anxiety rather than imagining that their friends will judge them. Moreover, the result of the interview indicated that the students applied this strategy to seek clarification from their peers, which matched with a research finding from Liu and Chen (2014), that to some degree, more interaction with others could help to reduce the feeling of frustrated or anxious about lousy performance. Click or tap here to enter text. In addition, In his research findings, Atas (2015) suggested that students should instill that they are not the only ones who experience fear in language sessions.

Last, *resignation* became the least applied strategy among students to overcome their speaking anxiety. The qualitative and quantitative data showed that only a few students avoided the anxious situation. In contrast, the others chose to face their fears in order to grow their ability to speak English. This result contradicted to Paramasivam and Zhiping's (2013) research, which found that students' most common coping strategies were avoidance and unwillingness to participate. Additionally, most of the interviewees agreed that resignation could not help them overcome their speaking anxiety. This was supported by the statement from He (2017) that even though resignation might work for some students, this strategy had no educational value because it was not an active coping mechanism, which should not be disregarded.

Furthermore, from the qualitative data, the researcher discovered a few strategies applied by the interviewees. Some claimed that they worked on their speaking anxiety by practicing in front of the mirror. This was in line with research conducted by Rahadian et al. (2022) and Widhayanti (2018), where some students practiced in front of the mirror as a rehearsal to anticipate their speaking anxiety. It implied that practicing in front of a mirror could be an effective strategy for overcoming speaking anxiety. Next, the interview results revealed that some students utilized learning tools like applications and watched movies to familiarize themselves with speaking English and anticipate their

speaking anxiety. This echoed the findings of Nath et al. (2017), who stated that learning tools could produce less anxiety. It highlighted the advantages of incorporating media to help students overcome their fear of a foreign language and improve their language skills more engagingly.

Based on the explanation mentioned above, the researcher got the bold line that the students of the English department applied five types of strategies to overcome their speaking anxiety. This was relevant to Genç et al. (2016), who stated that the EFL learners employed five strategies: preparation, relaxation, positive thinking, peer seeking, and resignation to cope with their anxiety. According to research conducted by Kao and Craigie (2013), individuals employed coping strategies when they encountered language anxiety, regardless of whether these strategies serve to lessen the anxiety or not. Thus, it was vital to look into which strategy could help students effectively overcome their speaking anxiety that might benefit their foreign language learning.

## CONCLUSIONS

The study concludes that the English department students applied five types of strategies to overcome their speaking anxiety as described earlier, such as preparation, relaxation, positive thinking, peer seeking, and resignation. The overall mean score for the strategies applied was 3.74, which is categorized as *high* level. Moreover, the qualitative results revealed that students also used talking in front of a mirror and utilizing media as a learning tool to overcome their speaking anxiety. It can be argued that the results of students' strategies in overcoming speaking anxiety could provide new information, insight, and consideration for better implementation of strategies in coping with speaking anxiety problems.

However, several limitations should be acknowledged. The external factors such as teaching methods or classroom environments were not fully explored and may influence the way students applied the strategies. Thus, the lecturers should have provided ways to overcome speaking anxiety, rather than focusing only on the speaking itself. Despite of its limitation, the researcher suggested the lecturers to consider the strategies studied in this research to be taught in their class in order to provide the students acknowledge the strategies and eventually establish their awareness towards speaking anxiety.

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