REVEALING TEACHER'S AND STUDENTS' STRATEGY TOWARDS STUDENTS' ANXIETY IN SPEAKING ENGLISH AT MA DDI ALLIRITENGAE MAROS

Andi Mar'ah Muthmainnah[*1] , Novalia Tanasy[*2], Nurul Fachrunnisa[*3]
andimuthmainnah3@gmail.com [*1], novalia@umma.ac.id [*2],
nurulfachrunnisa@umma.ac.id [*3]
Faculty of Teacher and Education [*1, 2, 3]
Muslim Maros University[*1, 2, 3]

ABSTRACT

This study aimed to explore the strategies applied by teachers and students in reducing anxiety in speaking English at MA DDI Alliritengae Maros, as many students experience fear and lack of confidence when speaking English in the classroom, which limits their participation and speaking performance. This study employed a qualitative research method using semi-structured interviews and classroom observations as data collection techniques. The collected data were analyzed with data reduction, data display, and conclusion drawing. Participants consist of one English teacher and nine 10th-grade senior high school students. The results indicated that teachers employ encouraging regular speaking practice, providing appreciation and motivation, enriching vocabulary through memorization methods, using interactive methods like role-playing and group work, and offering flexibility in language use during lessons. Meanwhile, students developed personal strategies such as cultivating positive thoughts, memorizing vocabulary, performing relaxation techniques, shifting their gaze, choosing to remain silent, and using simple physical techniques to calm themselves.

INTRODUCTION

As a provider of education, teachers play a crucial role not only in delivering knowledge but also in shaping students' character. Teachers with strong character have a positive influence on students' behavior, attitudes, and habits, both in the school environment and in the wider community (Prasetyo & Riyanti, 2019). This character-based role makes teachers central figures in character formation and moral development, as well as in the transfer of knowledge (Muthmainnah et al., 2025). Therefore, teachers are expected to educate students holistically by integrating academic instruction with character education to achieve broader educational goals. In addition, teachers act as facilitators and motivators who guide students in overcoming learning difficulties and encourage them to remain enthusiastic and confident in the learning process (Minsih, 2018). Through their

attitudes, behaviors, and interactions in the classroom, teachers also serve as role models whose confidence, empathy, and enthusiasm significantly influence how students perceive themselves and their learning abilities.

In addition, successful learning in the classroom is closely related to the teacher's ability to manage the classroom effectively (Minsih, 2018). Classroom management focuses not only on controlling the class, but also on creating an engaging, comfortable, and enjoyable learning atmosphere. When teachers are able to manage classroom activities well and adapt teaching methods to the needs of students, students tend to feel more interested and motivated to learn English. A well-managed and enjoyable classroom encourages students to participate more actively and reduces negative feelings during the learning process.

Therefore, teachers' classroom management skills play an important role in increasing students' interest and motivation in learning English. Teaching and learning English can become meaningful and engaging experiences when they are well-organized and enjoyable, as they help students develop language skills, self-confidence, creativity, and positive attitudes toward learning. This shows how the teacher's role in organizing the classroom and creating a joyful learning atmosphere is especially important for English teachers (Cremin, 2022). Nevertheless, sometimes teachers have to face challenges related to student interest in the classroom. One of the challenges is the different abilities of students in English. Many students have less knowledge in English because they have no interest in English. They think that English is a difficult language to learn because it is very different from their mother tongue. This is a big challenge for English teachers because some students are less interested in English because they feel that English is a foreign language that is difficult to learn and they do not use it every day (Puspitorini, 2022).

Furthermore, Inayah (2024) stated that one of the main factors of students' difficulties in speaking English is the lack of vocabulary mastery. According to Krashen's Affective Filter Hypothesis (1985), when students experience anxiety, their emotional filter becomes high, blocking the intake of new language input, thereby hindering their ability to acquire and use vocabulary effectively. This lack often leads to fear and embarrassment, as students worry about making mistakes or being judged negatively by their peers. Such fear of negative evaluation contributes to their reluctance to speak, further exacerbating their anxiety. In the classroom, this emotional response reduces the willingness of students to actively engage in speaking tasks. Canale and Swain (1980) also assert that a lack of linguistic competence, including vocabulary knowledge, hinders effective oral performance to the point that they often feel limited in their abilities and become passive

In addition, the anxiety felt by students is that it can lead to a decline and ineffective level of learning among students. Too much anxiety can lead to failure in achievement. students who experience anxiety tend to avoid activities where they have to speak in a foreign language for fear of making mistakes or taking risks while speaking. Some students actually have ideas to convey, but they find it difficult to express them. Many students are afraid of being criticized or ridiculed if they speak in front of their classmates. Actually, they are able to construct sentences but are reluctant to speak for fear of making mistakes that cause them to be laughed at by

their classmates (Saputra, 2018). In some classroom situations, students may feel uncomfortable, teacher organization and support through interactions with students is needed to create a conducive learning atmosphere and provide comfort (Wulandari & Nurjaman, 2023). An important first step for teachers is to understand the needs and challenges that students face, so that teachers will develop the right strategies to use to make it easier for their students to learn English more easily (Gannoun & Deris, 2023). Especially in speaking English, because to improve students' English proficiency, effective speaking strategies are essential (Winstanley et al., 2018).

Many previous studies have examined how teachers help students cope with anxiety in speaking English through various pedagogical approaches. For instance, Irmayani et al. (2022) focus on the strategies employed by teachers as coping mechanisms to assist students in overcoming speaking anxiety, such as creating a supportive classroom atmosphere and encouraging active participation. These strategies are viewed as deliberate efforts by teachers to help students manage psychological barriers in speaking English.

From a different perspective, Handayani (2019) investigates the methods used by teachers to reduce students' anxiety when speaking English, emphasizing instructional techniques applied during classroom activities. While both studies address the same problem—students' anxiety in speaking English—they approach it from different points of view. Irmayani et al. (2022) highlight teachers' strategies as coping mechanisms, whereas Handayani (2019) focuses on teaching methods as practical instructional solutions. This indicates that teachers employ various ways to cope with students' speaking difficulties, both psychologically and pedagogically.

Building upon these findings, recent studies suggest that the issue of speaking anxiety continues to be a significant challenge in English language classrooms, particularly at the junior secondary level. Many students experience psychological barriers such as lack of confidence, fear of making mistakes, and negative self-perception, which greatly influence their willingness to participate during speaking activities. Researchers argue that these internal factors often interact with external elements, such as classroom environment, teacher behavior, and peer pressure, creating a complex set of conditions that must be addressed holistically. In response to this, contemporary literature highlights the importance of developing more student-centered and supportive learning environments where teachers take on roles not only as instructors but also as facilitators, motivators, and emotional supporters. Several studies emphasize that effective strategies should go beyond traditional teaching methods by incorporating interactive activities such as role-playing, peer collaboration, and reflective practices that encourage gradual confidence-building.

In addition, teachers' communication style, emotional sensitivity, and ability to create a non-threatening classroom atmosphere are crucial in helping students manage speaking anxiety. According to Krashen's Affective Filter Hypothesis (1985), a supportive and low-anxiety learning environment lowers students' affective filter, enabling them to process language input more effectively and participate more confidently in speaking activities. When teachers demonstrate

empathy, provide positive feedback, and avoid excessive correction, students are more willing to take risks in using English orally.

At the same time, recent studies emphasize the importance of empowering students with self-regulation strategies as personal coping mechanisms, such as positive self-talk, relaxation techniques, and goal setting. These strategies align with Bandura's Self-Efficacy Theory (1997), which posits that learners who believe in their own capabilities are more likely to persist and perform better in challenging tasks, including speaking in a foreign language. By regulating their emotions and thoughts, students can reduce anxiety and improve their speaking performance.

Therefore, a growing body of research suggests that overcoming speaking anxiety requires a multifaceted approach that integrates educational, emotional, and psychological support from both teachers and students. However, previous studies tend to examine teacher strategies or student coping mechanisms separately, while rarely exploring the combined roles of teachers and students in addressing speaking anxiety, particularly at the junior high school level. This gap indicates the need for further investigation into how collaborative efforts between teachers and students contribute to creating a supportive speaking classroom where learners feel safe to take risks and gradually develop their communicative competence.

Therefore, this research will focus not only on teacher strategies, but also on the active role of students and classmates in overcoming this anxiety. Initial observations at MA DDI Alliritengae Maros showed that although some students were proficient in speaking and writing in English, they were anxious when asked to speak. This suggests that the anxiety they experience is not only caused by language errors, but also by the classroom environment and interactions between students. Therefore, it is important for teachers to know the approaches they use to overcome anxiety caused by these factors. Based on the problems and phenomena described above related to the anxiety that students often experience when speaking English in class, the researcher is interested in conducting research with the title "Teachers' and students' roles in reducing English speaking at MA DDI Alliritengae Maros". Therefore, this study focuses on digging deeper into the strategies of teachers, students, and classmates in creating an atmosphere that can reduce students' anxiety in speaking, and how the three can support each other in overcoming these obstacles.

RESEARCH METHOD
This research aimed to explore the strategies implemented by teachers and students to reduce students' anxiety in speaking English at MA DDI Alliritengae Maros. A qualitative research design was employed because this study sought to understand the phenomena, behaviours, and experiences of teachers and students that emerged during English speaking activities in the classroom. Qualitative research was considered appropriate as it enables an in-depth exploration of participants' perspectives and classroom interactions related to speaking anxiety.

This research was conducted at MA DDI Alliritengae Maros from 9 April to 15 May 2025. Based on preliminary observations, the researchers identified a classroom phenomenon in which several students experienced anxiety when asked to speak English in front of their classmates. This anxiety was reflected in

observable behaviours such as hesitation, nervousness, avoidance of eye contact, and reluctance to participate orally, even though some students demonstrated adequate comprehension of the lesson content. These experiences indicated that speaking anxiety was not solely caused by linguistic limitations, but also by psychological factors and classroom interactions.

The participants of this study consisted of one English teacher and nine tenth-grade students at MA DDI Alliritengae Maros. Purposive sampling was applied to select participants who met specific criteria relevant to the research objectives, and five students were selected as the main samples. Data were collected through interviews and classroom observations. Classroom observation was used to systematically examine teachers' instructional practices, students' speaking behaviours, and interactions occurring during English lessons. Observation, as explained by Hasanah (2017), is a process of systematically viewing human activities and physical settings in their natural context to generate meaningful data. Through direct classroom observations, the researcher was able to identify how teachers supported students in speaking English and how both teachers and students implemented strategies to cope with speaking anxiety.

In analysing the data findings, the researchers employed the data analysis framework proposed by Miles and Huberman (1994), which consists of three main processes: data reduction, data display, and conclusion drawing and verification. Data reduction was conducted by selecting, simplifying, and transforming the data obtained from interviews and classroom observations in order to focus on information that was relevant to the research objectives.

During the data reduction process, the researchers applied a coding system to categorize the data into meaningful themes. The data were coded based on emerging patterns related to teacher strategies, student strategies, and manifestations of speaking anxiety. Each code represented specific behaviors, actions, or experiences observed in the classroom or expressed by participants during interviews. This coding process helped the researchers organize the data systematically and identify recurring themes.

After the data were reduced and coded, the researchers displayed the data in the form of narrative descriptions and tables to facilitate interpretation. Data display enabled the researcher to compare patterns across participants and to examine the relationships between teacher and student strategies in reducing speaking anxiety. Finally, conclusions were drawn and verified by continuously reviewing the data to ensure consistency and accuracy. Through these three interconnected processes, the researchers were able to analyze the data systematically and in depth (Miles & Huberman, 1994).

FINDING AND DISCUSSION
Finding
This section presents the research results obtained from data collection through interviews and observations at MA DDI Alliritengae Maros. The research results are organized and classified into several main themes that represent the strategies used by teachers andi students in overcoming anxiety about speaking English in class. To facilitate understanding and show the relationship between data, the

research findings are presented systematically in tabular form. This presentation aims to provide a clear picture of the patterns, trends, and similarities between the interview and observation results obtained during the research. The following table contains the results of data reduction and presentation based on themes determined from the interviews and observations.

Table 1. The results of interviews and observations

Theme	Interview Data	Observation Checklist Data
Teacher's strategies: 1. Encouraging regular speaking practice	Teachers continue to hold speaking sessions even when the material is grammar, to get students used to speaking in public. Teacher MA: "When it comes to speaking, even though we are learning grammar, I demonstrate it in front of the class to ensure they understand what has been taught."	Teachers actively speak English by implementing specific strategies to engage students in the classroom. Teachers encourage students to speak English by practicing or reusing new words that have been taught..
2. Providing appreciation and motivation	Teachers give praise even when students make mistakes in order to build their confidence. And in the future, we will see changes in students who are always appreciated and praised. Teacher MA: ".....They must always be appreciated so they can improve. At the next meeting, it turned out that their vocabulary had increased because they felt motivated. "	The teacher praised the students as a form of appreciation for their courage in speaking English, even though there were still mistakes in pronunciation or sentence structure. The teacher also provided motivation that encouraged students to be brave in trying and not be afraid of making mistakes.
3.Developing vocabulary through memorization	Students are assigned to memorize and recite 5 vocabulary words at each meeting. Teacher MA: "That's why I always ask them to bring at least five vocabulary words to class."	Teachers often ask students to practice English outside of class and bring new vocabulary to class. The vocabulary they have memorized will be checked when the teacher takes attendance. When analyzing reading texts, there will also be some new words for students, and these words will be added to the students' vocabulary list. Students are asked to mark words they do not know the meaning of.
4.Using interactive methods	Teachers use a fun approach so that students learn without pressure. Teacher MA: 'They also seem comfortable when I give them group assignments, because in group assignments they think together. For example, if they are given the task of creating a	Teachers use methods that encourage students to be more active, such as group assignments and role plays, so that all students have a chance to speak.

	dialogue and practicing it in front of the class, it's like role-playing. They are more enthusiastic because it's like having a normal conversation, except that they are speaking English..."	
5. Incorporating Games	The teacher provides games to keep the classroom atmosphere fun. Teacher MA: "I usually give them games in the middle of the lesson to boost their enthusiasm. Usually, by the time the lesson is about to end, they are clearly bored."	Teachers use humor or icebreakers to lighten the mood when students appear bored. Icebreakers are also sometimes used at the beginning of a lesson to keep the classroom atmosphere pleasant after the previous subject.
6. Flexibility in language use during the learning process	Teachers speak a mixture of English, Indonesian, and local languages to help students understand the material. In addition, teachers also allow students to do the same so that they do not feel pressured or embarrassed if there are words they do not know in English. This reduces pressure and increases students' confidence. Teacher MA: "I am not pressuring them, if they mix to Indonesian when I ask them to speak because then they know which words they don't know, and they can memorize them"	Teachers allow students to mix Indonesian when asked to speak in English. Teachers also mix English, Indonesian, and local languages when explaining the material.
Students' Strategies 1. Using fidget tools	Students channel their nervousness through spontaneous physical movements such as holding something to calm themselves without words. Student SU: "I often spin a pen at my desk because it gives me a sense of inner drive. Sometimes I also blow on my palm."	Students who appear nervous often make spontaneous movements by holding small objects nearby, either twirling them or simply holding them.
2.Practicing Relaxation Techniques	Students who are shy or confused often make spontaneous movements, such as touching their friends' hands to calm themselves when they feel anxious. Student KI: "I usually calm myself down by holding my friend's hand or the table before answering"	Sometimes, students who are shy or don't know how to answer a question will nudge or hold the hand of the person next to them. This is a reflexive action they do before answering the teacher's question to calm themselves down. This is often done by students who feel uncomfortable with their classmates staring at them..

3.Thinking positively	Students maintain a positive mindset by boldly answering questions even if they are wrong. They consider mistakes to be part of the process, so they remain confident in answering and explaining even when they are unsure. Student IL: "If that's the case, I'd rather answer, even if I'm wrong, as long as I'm confident and believe in myself..."	Some students are confident enough to answer and give examples even if they are wrong. This is also supported by teachers who continue to give positive feedback to anyone who dares to answer
4.Memorizing vocabulary	By memorizing vocabulary, students feel calmer and more confident because they feel they have sufficient knowledge to construct sentences. Student FA: "I usually use what I've memorized or look at notes containing vocabulary that I wrote myself"	It was evident that several students who had already memorized many vocabulary words were able to answer the teacher's questions in English without much difficulty. The students were indeed given the task of memorizing several vocabulary words that had been studied.
5. Shifting Their Gaze	Some students choose to avoid eye contact with friends and teachers because it can distract them and make them laugh, which breaks their concentration. The way their friends stare at them makes them laugh and feel embarrassed, so they continue to answer without looking at anyone. Student AM :"Sometimes, I look down while answering because I laugh easily when I look at my friends. They also make me laugh and make me ambarrassed"	Students who appear nervous often look down for a long time while answering. Based on observations, when students feel nervous when speaking English, they tend to lower their gaze and avoid eye contact with their teachers and classmates. Some students even look away toward the window or a corner of the classroom to avoid being stared at by others. This shows that they are trying to calm themselves and reduce their awkwardness by avoiding direct attention from those around them.
6. Keeping Silent	Students who are nervous or unable to answer the teacher's questions will choose to remain silent rather than give the wrong answer and be laughed at and embarrassed. Student MI: "I'd rather stay silent than make a mistake because my friends usually laugh at me if I do. It's embarrassing."	Some students appear nervous when asked questions. Some choose to remain silent, while others admit their ignorance. Students who initially remain silent are sometimes able to answer when given another chance, usually after their classmates have answered.

Discussion

The findings of this study indicate that the main strategy teachers use is to encourage students to practice speaking consistently, even if the material does not specifically focus on speaking skills. These findings answer the question of how

teachers can reduce students' anxiety about speaking English. By integrating speaking practice into learning, teachers make speaking a natural part of classroom activities. This approach helps students get used to speaking through repeated practice without excessive pressure.

This strategy is consistent with the study conducted by Arifin and Sa'i (2025), who implemented gradual speaking exercises such as reading speech texts in front of the class to improve students' comfort and confidence. Both studies highlight that consistency and sustained practice play a crucial role in reducing speaking anxiety. From a theoretical perspective, this finding aligns with Krashen's Affective Filter Hypothesis, which suggests that frequent exposure in a supportive environment lowers students' anxiety and allows language input to be processed more effectively. When speaking is practiced regularly, students perceive it as a routine learning activity rather than a performance that triggers fear.

Another key finding of this study is the teacher's use of positive feedback and emotional support, even when students' answers were imperfect. This strategy demonstrates the teacher's role in creating a psychologically safe classroom environment. This finding supports the results of Villegas et al. (2020), who emphasized that encouragement from teachers and peers can significantly enhance students' self-confidence. Both studies show that when students feel appreciated rather than judged, they become more willing to participate orally. This finding can be interpreted through Bandura's Self-Efficacy Theory, which posits that positive reinforcement strengthens learners' belief in their abilities, thereby reducing anxiety and increasing persistence in challenging tasks such as speaking a foreign language.

In addition, the study revealed that the teacher implemented daily vocabulary memorization to prepare students for speaking activities. This strategy helped students feel linguistically equipped when responding to questions in English. This finding is similar to Amalia's (2024) study, which used show-and-tell and word search games to improve vocabulary mastery. Although the instructional techniques differed, both studies share the same underlying goal: reducing speaking anxiety by increasing students' vocabulary knowledge. From a pedagogical perspective, vocabulary preparation functions as a cognitive support system that reduces hesitation and fear of making mistakes, thereby enhancing speaking confidence.

Furthermore, the teacher applied interactive learning methods, such as role-playing, group assignments, quizzes, and games, to create a pleasant and non-threatening learning atmosphere. This finding is supported by Wantassen (2022), who reported that games, pair work, and flexible language use increase student motivation. Similarly, Irmayani et al. (2022) found that game-based strategies help maintain students' engagement and focus during speaking activities. Yulistiyani et

al. (2025) also emphasized that game-based learning allows students to practice communication in more authentic and less intimidating contexts. These findings reinforce the view that interactive activities reduce affective barriers and encourage active participation.

In addition, the teacher applied a strategy of flexible language use by allowing students to mix English with Indonesian or local languages during speaking activities. This strategy was intended to help students understand new vocabulary more easily and to reduce the pressure of using English exclusively. When students are not constrained by rigid language rules, their affective barriers decrease, allowing them to participate more actively in speaking activities.

This finding is in line with Wantassen (2022), who found that combining languages in classroom interaction helps create a relaxed atmosphere and accommodates students' varying language abilities. Both studies suggest that flexibility in language use does not hinder learning; rather, it supports students' gradual development by prioritizing meaning-making over accuracy. Pedagogically, this strategy enables students to remain engaged in communication while simultaneously identifying vocabulary gaps that can later be addressed.

Besides teacher strategies, the findings also revealed that students developed personal coping strategies to manage their anxiety when speaking English. These strategies emerged naturally as responses to the psychological pressure of speaking in front of classmates. One notable finding was that students used fidget tools or simple physical actions, such as holding pens or gripping desks, to calm themselves. These behaviours function as self-regulation strategies, allowing students to redirect nervous energy and regain emotional control before speaking.

This finding supports Rufiani (2025), who stated that physical distraction techniques can effectively reduce anxiety by shifting students' attention away from stressful stimuli. From a theoretical standpoint, these physical actions can be understood as emotion-regulation mechanisms, in which students actively manage their anxiety through bodily movement. Although these actions are simple and often unconscious, they play a meaningful role in helping students feel calmer and more prepared to speak.

Another important finding was related to internal motivation and positive self-perception. Some students demonstrated courage by encouraging themselves to speak despite feeling nervous. This finding aligns with Mariani et al. (2023), who revealed that students with positive self-perception tend to have higher self-confidence than those with negative self-perception. Theoretically, this reflects the role of self-efficacy, where students' belief in their own ability influences their willingness to take risks in speaking. Positive thinking acts as a form of internal control that strengthens mental readiness and reduces fear of failure.

However, the findings also showed contrasting student responses. Some students adopted a passive strategy, such as remaining silent or smiling when unable to answer questions. These behaviours indicate avoidance strategies, which are commonly used by students with lower self-confidence. This contrast suggests that coping strategies for speaking anxiety vary significantly depending on students' psychological readiness and confidence levels.

Additionally, some students sought social and emotional support from their peers when feeling nervous, such as holding a friend's hand or nudging a classmate. These actions were spontaneous responses to discomfort caused by being observed by others. This finding is similar to Mariani et al. (2023), who reported that students use relaxation techniques, such as deep breathing, to reduce anxiety when speaking. From a theoretical perspective, these behaviours represent interpersonal emotion regulation, where emotional comfort is gained through social connection. Such strategies highlight the importance of peer presence in helping students feel emotionally secure during speaking activities.

Furthermore, the findings revealed that vocabulary preparation through memorization before class was an important strategy used by students to reduce speaking anxiety. Students reported feeling calmer and more confident when they had sufficient vocabulary to express their ideas. This finding supports Netta et al. (2020), who showed that students often prepare before classroom performance. However, while previous studies emphasized general preparation, this study highlights vocabulary-specific preparation as a key factor in reducing anxiety.

This finding is also consistent with Munir et al. (2023), who explained that students use memory strategies, such as repetition and memorization, to strengthen vocabulary retention. Theoretically, vocabulary mastery reduces cognitive load during speaking, allowing students to focus more on message delivery rather than word retrieval. As a result, students experience less hesitation and anxiety when responding to questions in class.

Another strategy frequently employed by students to cope with speaking anxiety is avoiding eye contact. The findings show that some students tend to lower their gaze or divert their attention away from their peers while speaking. This behaviour functions as a self-protective mechanism to maintain concentration and reduce feelings of embarrassment. This result is consistent with Mahayuni (2023), who found that students often avoid visual contact with the audience as a way to minimize social pressure during oral performance. However, a slight difference emerges in the object of gaze avoidance. While Mahayuni reported that students avoided looking at anyone, including the teacher, the present study found that some students still directed their gaze toward the teacher. Despite this difference, both studies indicate that avoiding eye contact is a common anxiety-management strategy among students when speaking in front of others.

CONCLUSION AND SUGGESTION

Based on the results of the research and discussions, it can be concluded that both the teacher and students play an active role in overcoming anxiety about speaking English in class. A Teacher uses various strategies to help students become more confident, such as encouraging regular speaking practice, providing appreciation and motivation, developing vocabulary through memorization, using interactive methods like role-playing and group assignments, and allowing flexibility in language use during the learning process. Moreover, students develop personal strategies, such as thinking positively, memorizing vocabulary, practicing relaxation techniques, shifting their gaze, keeping silent, and using simple physical techniques to calm themselves. This combination of strategies has proven effective in reducing anxiety, boosting confidence, and encouraging students to speak English more boldly in class.

In addition, several suggestions are given to teachers, students, and future researchers to reduce student anxiety in speaking English. Teachers are encouraged to develop strategies that create a comfortable and supportive classroom atmosphere, such as incorporating games, role-plays, and regular speaking exercises. They are advised to use flexible language and give praise or positive motivation even when students make mistakes, as this helps build confidence and reduce anxiety. Students, on the other hand, are advised to implement effective strategies such as preparing vocabulary lists, maintaining a positive mindset, and relaxing to manage nervousness. They should also actively collaborate with teachers and classmates to create a supportive learning environment. Future researchers are advised to explore other factors that influence speaking anxiety, such as cultural background, family environment, and previous learning experiences, as well as to evaluate the long-term effectiveness of the strategies identified in different educational contexts.

REFERENCES

Amalia, R. (2024). Improving students' vocabulary mastery through show and tell technique. *Journal of English Language Teaching*, 12(1), 45–56.

Arifin, S., & Sa'i, M. (2025). Training on coping strategies for English speech anxiety for grade VI students in Toket 1 elementary school. *Wiralodra English Journal, 3*(1).

Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman.

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1–47. https://doi.org/10.1093/applin/1.1.1

Cremin, T. (2022). Teaching English creatively. In *Teaching English Creatively* (pp. 1–11). Routledge. https://doi.org/10.4324/9781003099886

Damayanti, M. E., & Listyani, L. (2020). An analysis of students' speaking anxiety in academic speaking class. *ELTR Journal, 4*(2), 152–170. https://doi.org/10.37147/eltr.v4i2.70

Gannoun, H., & Deris, F. D. (2023). Teaching anxiety in foreign language classroom: A review of literature. *Arab World English Journal, 14*(1), 379–393. https://doi.org/10.24093/awej/vol14no1.24

Handayani, U. D. (2019). *English teachers' strategies in teaching speaking* [Undergraduate thesis].

Inayah, H. R. (2024). Analisis kesulitan berbicara bahasa Inggris pada siswa bimbingan belajar Fun English. *Jurnal Sosial Humaniora dan Pendidikan, 3*(2), 51–54. https://doi.org/10.56127/jushpen.v3i2.1586

Irmayani, I., Anugrawati, N., & Mannong, A. B. M. (2022). Teachers' strategies in overcoming students' anxiety in speaking English. *Indonesian Journal of Psycholinguistics, 1*(3), 133–142. https://doi.org/10.56983/ijp.v1i3.423

Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. Longman.

Mahayuni, L. P. (2023). Students' speaking anxiety and coping strategies in EFL classroom. *Journal of English Education Research*, 6(1), 55–66.

Mariani, M., Yusuf, Y. Q., & Fitriani, S. S. (2023). Students' self-perception and speaking anxiety in EFL classroom. *Studies in English Language and Education, 10*(1), 233–247. https://doi.org/10.24815/siele.v10i1.25678

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.

Minsih, M., & D, A. G. (2018). Peran guru dalam pengelolaan kelas. *Profesi Pendidikan Dasar, 1*(1), 20–28. https://doi.org/10.23917/ppd.v1i1.6144

Munir, A., Rahman, A., & Hidayat, R. (2023). Vocabulary learning strategies used by EFL students. *Journal of Language Teaching and Research, 14*(2), 312–320.

Muthmainnah, A. M., Astri, Z., Inul, I., Jumardi, J., Tanasy, N., & Fachrunnisa, N. (2025). Teachers' effective strategies in reducing students' anxiety in speaking English. *GLENS: Global English Insights Journal, 2*(2), 83–91. https://doi.org/10.61220/glens.v2i2.840

Netta, A., Sari, D. F., & Putri, R. (2020). Students' preparation strategies before speaking performance. *Journal of Applied Linguistics and Language Research, 7*(3), 89–102.

Prasetyo, D., & Riyanti, D. (2019). *Pentingnya pendidikan karakter melalui keteladanan guru*. Deepublish.

Puspitorini, P. (2022). Peran perencanaan pembelajaran dalam optimalisasi mengajar guru bahasa Inggris. *JIIP – Jurnal Ilmiah Ilmu Pendidikan, 5*(11), 4649–4655. https://doi.org/10.54371/jiip.v5i11.1080

Rufiani, S. (2025). Physical relaxation strategies to reduce students' speaking anxiety. *Journal of Educational Psychology Studies, 4*(1), 66–75.

Saputra, J. B. (2018). An analysis of students' speaking anxiety toward their speaking skill. *Premise: Journal of English Education, 7*(1), 111–120. https://doi.org/10.24127/pj.v7i1.1334

Villegas-Puyod, J., Sharma, S., Ajah, S., Chaisanrit, M., & Skuldee, B. (2020). The role of teacher support, classmate support, and self-efficacy in reducing

speaking anxiety among university students using English as a foreign language. *Human Behavior, Development and Society, 21*(3), 50–60.

Wantassen, F. N. M. (2022). *Teaching English* [Undergraduate thesis].

Winstanley, M., Webb, R. T., & Conti-Ramsden, G. (2018). More or less likely to offend? Young adults with a history of identified developmental language disorders. *International Journal of Language & Communication Disorders, 53*(2), 256–270. https://doi.org/10.1111/1460-6984.12339

Wulandari, A. D., & Nurjaman, A. R. (2023). Analisis peran guru dalam menciptakan lingkungan belajar yang kondusif. *Daya Nasional: Jurnal Pendidikan Ilmu-Ilmu Sosial dan Humaniora, 1*(1), 28–36. https://doi.org/10.26418/jdn.v1i1.65778

Yulistiyani, S. S., Kurniawan, E. A., Zahiroh, V., & Pujiani, T. (2025). Game-based learning as an interactive learning media in English classroom. *Wiralodra English Journal, 9*(2), 152–165. https://doi.org/10.31943/wej.v9i2.360