

**ANALYSIS OF STUDENTS' COPING STRATEGIES IN OVERCOMING ENGLISH
SPEAKING ANXIETY AT IKIP PGRI BOJONEGORO**

SKRIPSI



Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education

By:
AHMAD ADI ROSHIDI
NIM 22120036

ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ART EDUCATION
IKIP PGRI BOJONEGORO
2026

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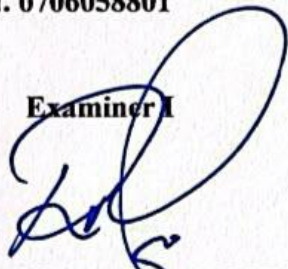
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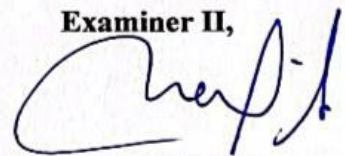
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MOTTO

“ Gunung memang tinggi, namun

Bukan tidak mungkin dia akan berada di bawah telapak kaki “

(Penulis)

“ Jangan terlalu berekspektasi. Itulah yang selalu saya tekankan dalam hati. Setiap kali melakukan perjalanan. Fokus aja berjalan. Tidak perlu berharap tentang apapun. Dengan begitu, ketika destinasi yang kita tuju tidak sesuai impian, kita tidak akan begitu kecewa.”

(Fiersa Besari)

ACKNOWLEDGEMENT

The researcher would like to express his deepest gratitude to Allah SWT for His endless blessings, mercy, and guidance, which have enabled him to complete this undergraduate thesis entitled "**An Analysis of Students' Coping Strategies in Overcoming English Speaking Anxiety at IKIP PGRI Bojonegoro.**" The completion of this thesis would not have been possible without the support, assistance, guidance, and prayers of many individuals. Therefore, the researcher would like to express his sincere appreciation and heartfelt gratitude to:

1. His beloved parents and all members of his extended family, who have continuously provided unconditional love, prayers, moral and financial support, as well as endless encouragement throughout his educational journey until the completion of this thesis. Their sacrifices, affection, and unwavering belief have been the greatest source of strength and motivation for the researcher.
2. **Dr. Junarti, M.Pd.**, the Rector of IKIP PGRI Bojonegoro, for providing the opportunity to pursue higher education at IKIP PGRI Bojonegoro and for creating a supportive academic environment that facilitated the learning process.
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6. **Keluarga Waras**, who have been more than friends and have become a second family throughout the researcher's university life. The researcher is deeply grateful for their encouragement, companionship, solidarity, laughter, and countless unforgettable experiences that have made his academic journey more meaningful. Their friendship and support will always be cherished.
7. **His hiking companions**, who have been an important part of the researcher's journey throughout his university years. The researcher sincerely thanks them for their companionship, support, encouragement, and the valuable experiences they shared. Every journey and challenge they faced together became a source of motivation and meaningful lessons that inspired the researcher to complete this thesis.
8. To someone whose name the author cannot mention, thank you for being by my side throughout my years at university and during the journey of completing this thesis. This thesis may mark the end of one chapter, but I sincerely hope it is only the beginning of many more chapters we will continue to write together.

ABSTRACT

Roshidi, Ahmad Adi. (2026). *Analysis of Students' Coping Strategies in Overcoming English Speaking Anxiety at IKIP PGRI Bojonegoro.* **Skripsi.** English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., Advisor (II) Dr. Fitri Nurdianingsih, M.Pd.

Keywords: Speaking Anxiety, Coping Strategies, English Speaking, EFL Students, IKIP PGRI Bojonegoro

Speaking anxiety is one of the affective barriers frequently experienced by English as a Foreign Language (EFL) students in learning English. This condition may reduce students' self-confidence, willingness to communicate, and speaking performance. Therefore, it is important to investigate students' experiences of speaking anxiety and the strategies they use to cope with it.

This study aimed to analyze the forms of speaking anxiety experienced by sixth-semester students of the English Education Study Program at IKIP PGRI Bojonegoro, identify the factors contributing to their speaking anxiety, and explore the coping strategies they employed to overcome it.

This study employed a descriptive qualitative approach with a case study design. The participants consisted of 12 sixth-semester students selected through purposive sampling. Data were collected through semi-structured interviews, classroom observations, and documentation. The data were analyzed using Miles and Huberman's interactive analysis model, including data reduction, data display, and conclusion drawing. Data credibility was ensured through triangulation.

The findings revealed that the students experienced three major forms of speaking anxiety: communication apprehension, fear of negative evaluation, and test anxiety. The factors contributing to speaking anxiety included internal factors, such as low self-confidence, limited vocabulary and grammatical knowledge, and fear of making mistakes; situational factors, including classroom presentations and spontaneous speaking tasks; and environmental factors, such as classroom atmosphere, lecturers' feedback, and peer evaluation. To cope with these challenges, the students employed cognitive, affective, and social coping strategies, including preparing speaking materials, practicing vocabulary and pronunciation, engaging in positive self-talk, applying relaxation techniques, and practicing with peers.

In conclusion, the appropriate use of coping strategies helped students reduce speaking anxiety and improve their confidence in communicating in English. These findings are expected to provide practical insights for lecturers in designing more supportive speaking instruction and serve as a reference for future studies investigating coping strategies in broader educational contexts.

ABSTRAK

Roshidi, Ahmad Adi. (2026). *Analysis of Students' Coping Strategies in Overcoming English Speaking Anxiety at IKIP PGRI Bojonegoro.* **Skripsi.** English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro. Advisor (I) Dr. Ima Isnaini Taufiqur Rohmah, M.Pd., Advisor (II) Dr. Fitri Nurdianingsih, M.Pd.

Kata Kunci: Kecemasan Berbicara, Strategi Coping, Berbicara Bahasa Inggris, Mahasiswa EFL, IKIP PGRI Bojonegoro

Kecemasan berbicara merupakan salah satu hambatan afektif yang sering dialami oleh mahasiswa *English as a Foreign Language* (EFL) dalam proses pembelajaran bahasa Inggris. Kondisi ini dapat menurunkan rasa percaya diri, kemauan untuk berkomunikasi, serta performa berbicara mahasiswa. Oleh karena itu, diperlukan pemahaman yang mendalam mengenai bentuk-bentuk kecemasan berbicara, faktor-faktor yang memengaruhinya, serta strategi yang digunakan mahasiswa untuk mengatasinya.

Penelitian ini bertujuan untuk menganalisis bentuk-bentuk kecemasan berbicara, mengidentifikasi faktor-faktor yang menyebabkan kecemasan berbicara, serta mengeksplorasi strategi *coping* yang digunakan oleh mahasiswa semester enam Program Studi Pendidikan Bahasa Inggris IKIP PGRI Bojonegoro dalam mengatasi kecemasan berbicara bahasa Inggris.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Partisipan penelitian terdiri atas 12 mahasiswa semester enam yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan dokumentasi. Analisis data dilakukan menggunakan model analisis interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dijamin melalui teknik triangulasi.

Hasil penelitian menunjukkan bahwa mahasiswa mengalami tiga bentuk utama kecemasan berbicara, yaitu *communication apprehension*, *fear of negative evaluation*, dan *test anxiety*. Faktor-faktor yang menyebabkan kecemasan berbicara meliputi faktor internal, seperti rendahnya rasa percaya diri, keterbatasan kosakata dan penguasaan tata bahasa, serta ketakutan melakukan kesalahan; faktor situasional, seperti presentasi di kelas dan tugas berbicara secara spontan; serta faktor lingkungan, seperti suasana kelas, umpan balik dari dosen, dan penilaian teman sebaya. Untuk mengatasi kecemasan tersebut, mahasiswa menerapkan strategi *coping* kognitif, afektif, dan sosial, antara lain mempersiapkan materi berbicara, berlatih kosakata dan pelafalan, melakukan *positive self-talk*, menerapkan teknik relaksasi, serta berlatih berbicara bersama teman.

Penelitian ini menyimpulkan bahwa penggunaan strategi *coping* yang tepat dapat membantu mahasiswa mengurangi kecemasan berbicara serta meningkatkan

kepercayaan diri dalam berkomunikasi menggunakan bahasa Inggris. Temuan penelitian ini diharapkan dapat menjadi referensi bagi dosen dalam merancang pembelajaran berbicara yang lebih mendukung serta menjadi dasar bagi penelitian selanjutnya untuk mengembangkan intervensi strategi *coping* pada konteks dan partisipan yang lebih beragam.

PREFACE

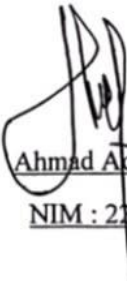
Praise be to Allah SWT, the Almighty, for His endless blessings, mercy, and guidance, which have enabled the researcher to complete this undergraduate thesis entitled "**An Analysis of Students' Coping Strategies in Overcoming English Speaking Anxiety at IKIP PGRI Bojonegoro.**" This thesis is submitted as one of the requirements for obtaining the **Bachelor's Degree in English Education** at the English Education Study Program, IKIP PGRI Bojonegoro.

The completion of this thesis would not have been possible without the assistance, guidance, encouragement, prayers, and support of many individuals. Therefore, the researcher would like to express sincere gratitude to everyone who has contributed to the completion of this study.

The researcher realizes that this thesis is still far from perfect and may contain limitations. Therefore, constructive criticism and suggestions are highly appreciated for the improvement of this academic work. It is hoped that this thesis will provide valuable insights for readers, particularly students, lecturers, and future researchers in the field of English Education, and serve as a useful reference for studies related to **English speaking anxiety** and **students' coping strategies**.

Finally, the researcher prays that Allah SWT will bless and reward all those who have supported the completion of this thesis. Hopefully, this study will make a meaningful contribution to the development of knowledge, especially in the field of English language education.

Bojonegoro, 21 July 2026



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STATEMENT OF AUTHENTICITY

I, the undersigned below :

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the skripsi entitled:

ANALYSIS OF STUDENTS' COPING STRATEGIES IN OVERCOMING ENGLISH SPEAKING ANXIETY AT IKIP PGRI BOJONEGORO

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 21 July 2026



Ahmad Adi Roshidi
NIM 22120036

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CHAPTER I

INTRODUCTION

A. Background of the Study

English has functioned as a global language that plays a strategic role in international communication, education, technology, and the modern workplace. The development of globalization—characterized by human mobility, cross-border flows of information, and the integration of international labor markets—has positioned English as the primary medium for the exchange of knowledge and global professionalism. In this context, the ability to speak English is no longer viewed as an additional skill, but rather as a core competence that determines individual competitiveness, particularly for the younger generation being prepared to enter the global workforce. In Indonesia, English language instruction has been systematically implemented in higher education with the aim of developing students' communicative competence, encompassing linguistic, pragmatic, and affective aspects. Through a communicative approach, students are expected not only to understand language structures, but also to express ideas effectively, contextually, and confidently in both academic and professional settings. This aligns with the view of (Akmal & Unsiah, 2025), who emphasize that English education at the tertiary level is directed toward shaping global communicators who are adaptive to the demands of the international labor market.

Among the four language skills, speaking is the most complex and challenging aspect for foreign language learners. This complexity lies in the

demand for the simultaneous integration of linguistic, cognitive, and psychological abilities in real time. Students are required to formulate ideas, select appropriate vocabulary, construct grammatical structures, and articulate them with intelligible pronunciation, while simultaneously adjusting to the social context of communication. In practice, students are not only confronted with linguistic limitations, but also with psychological pressure that emerges when speaking in public. Affective barriers such as nervousness, fear of making mistakes, and anxiety about negative evaluation often hinder speaking performance, even when students possess adequate linguistic competence. (Subekti, 2017) states that speaking is the greatest challenge in foreign language learning because the accompanying psychological pressure can inhibit confidence, fluency, and spontaneity in oral production.

The phenomenon of speaking anxiety has become a central issue in studies of English as a foreign language learning. This anxiety emerges as an emotional response to communicative situations perceived as threatening to an individual's self-esteem, such as fear of being laughed at, concern about failing to convey messages, or anxiety about making mistakes in front of others. Speaking anxiety is not only emotional in nature, but also affects learners' cognitive and physiological aspects. Students who experience speaking anxiety often display symptoms such as a racing heart, sweaty palms, mental blocks, and difficulty initiating or sustaining speech. Negative past learning experiences, social pressure within the classroom environment, and disparities in language proficiency among students further intensify the emergence of this anxiety. (Saputro, 2025) asserts that low self-confidence and fear of negative evaluation are the primary causes of speaking

anxiety, which directly result in students' low participation in oral classroom activities.

In the context of higher education, speaking anxiety often creates a significant gap between theoretical mastery and practical language use. Many students are able to understand grammatical concepts and vocabulary conceptually, yet experience difficulty when required to apply them orally. Pressure from a competitive learning environment, lecturers' expectations of academic performance, and personality factors such as introversion and perfectionism further reinforce students' tendency to withhold participation in speaking activities. This situation indicates that the success of speaking instruction is not solely determined by linguistic factors, but is also strongly influenced by learners' affective conditions. (Han & Tanrıverdi, 2023) emphasize that students' success in oral communication is determined not only by linguistic competence, but also by emotional stability, self-regulation, and self-confidence in facing academic communicative situations.

The phenomenon of speaking anxiety has also been observed at IKIP PGRI Bojonegoro, particularly in speaking courses that require active student participation as a central component of the learning process. Preliminary observations by the researcher (2026) indicate that some students exhibit signs of anxiety such as trembling voices, prolonged pauses before speaking, very limited utterances, and a tendency to avoid speaking opportunities. Social pressure from peers, comparisons of ability among students, and concerns about lecturers' evaluations are dominant factors triggering this anxiety. In addition, limited

emotional regulation skills and suboptimal support from an empathetic learning environment further exacerbate students' psychological conditions. Therefore, a deeper understanding is needed of how students confront, interpret, and manage speaking anxiety within the context of English language learning.

Unmanaged speaking anxiety can have a significant impact on students' motivation, participation, and academic performance. Students who remain under continuous emotional pressure tend to avoid speaking activities, thereby limiting their opportunities to practice communication skills. In the long term, this condition may reduce students' readiness to meet professional demands that require English communication skills, such as academic presentations, job interviews, and cross-cultural interactions in the global workplace. (Liu, 2021) emphasizes that unaddressed speaking anxiety can disrupt emotional balance, lower academic performance, and hinder individuals' ability to adapt within international professional environments.

To respond to such pressure, students employ various coping strategies as mechanisms for managing anxiety. Coping strategies function to help individuals regulate emotional, cognitive, and behavioral responses when facing situations perceived as stressful. In the context of English language learning, coping strategies may include independent practice, preparing materials before speaking, positive self-talk, self-reflection, and seeking social support from peers and lecturers. These strategies enable students to maintain emotional control and enhance self-confidence in oral communication situations. (Hidayati & Husna, 2020) state that coping strategies play a crucial role in maintaining the emotional balance of foreign

language learners and minimizing the negative effects of anxiety on both the learning process and outcomes.

The selection of coping strategies is influenced by individual, social, and cultural factors. Within the Indonesian cultural context, which highly values social harmony and tends to avoid feelings of shame, students often choose defensive strategies such as remaining silent, postponing speaking, or avoiding communication situations when they feel unprepared. This cultural pattern indirectly shapes passive linguistic behavior in foreign language learning. (Septian, 2025) asserts that a culture of shame can form communication behavior patterns that inhibit students' courage to express ideas in English. In addition, social pressure from the learning environment further determines the extent to which the coping strategies used by students function adaptively or instead reinforce anxiety.

Previous studies indicate a close relationship between the level of speaking anxiety and the types of coping strategies employed by students. Learners with low levels of anxiety tend to use proactive strategies such as repeated practice, collaboration with peers, and self-reflection, whereas those with high anxiety more frequently rely on avoidance strategies (Han & Tanrıverdi, 2023; Liu, 2021) affirm that a combination of metacognitive and affective strategies has proven effective in reducing anxiety, enhancing self-confidence, and strengthening students' learning motivation in speaking instruction.

Although research on speaking anxiety and coping strategies has been widely conducted, most previous studies have employed quantitative approaches and focused on large-scale educational institutions. Such approaches tend to

emphasize the measurement of anxiety levels but have not fully captured students' subjective experiences, personal meanings, and psychological dynamics in dealing with speaking anxiety. This condition opens opportunities for research using a qualitative approach, particularly in regional institutions such as IKIP PGRI Bojonegoro, which possess social, cultural, and academic characteristics distinct from those of larger institutions. A qualitative approach allows for a deeper exploration of students' authentic experiences within the context of speaking instruction.

Based on the foregoing discussion, this study adopts a qualitative approach to holistically understand the coping strategies used by students of IKIP PGRI Bojonegoro in overcoming English speaking anxiety. This research is expected to contribute theoretically to the development of studies on foreign language anxiety and coping strategies in language learning, as well as to provide practical contributions for lecturers and institutions in designing speaking instruction that is more empathetic, supportive, and contextualized to students' psychological needs.

B. Formulation of the Problems

Speaking anxiety is one of the most common challenges experienced by students in learning English. Therefore, this study investigates students' speaking anxiety and the coping strategies they employ to overcome it. Based on the background described above, the research questions of this study are formulated as follows :

1. What forms of English-speaking anxiety are experienced by students at IKIP PGRI Bojonegoro?

2. What factors contribute to the emergence of English-speaking anxiety among students?
3. What coping strategies do students use to overcome their English-speaking anxiety?

C. Objectives of the Study

The objectives of this study are formulated based on the identified problems to provide a clear direction for the desired outcomes. The objectives of this research are as follows:

1. To analyze the forms of English-speaking anxiety experienced by students at IKIP PGRI Bojonegoro.
2. To analyze the factors that cause the emergence of English-speaking anxiety among students.
3. To identify and explain the strategies used by students to overcome English-speaking anxiety.

D. Significance of the Study

This study is expected to contribute to the field of English language learning by providing a deeper understanding of students' speaking anxiety and the coping strategies they employ to overcome it. The findings are expected to offer valuable insights for both the development of related theories and the improvement of English teaching and learning practices. Therefore, the significance of this study is presented in terms of theoretical and practical contributions as follows:

1. Theoretical Significance

Theoretically, this research contributes to the development of studies in the field of language learning psychology, particularly those related to foreign language anxiety and students' coping strategies. The findings are expected to enrich the literature on emotional dynamics in the English learning process, broaden the understanding of affective factors influencing speaking skills, and serve as a foundation for developing new theories regarding the relationship between language anxiety and oral communication performance.

2. Practical Significance

Practically, this research provides several benefits for different stakeholders:

For Students: It offers insights into the causes and forms of speaking anxiety they experience, as well as effective strategies that can be applied to reduce such anxiety and enhance self-confidence in speaking English.

For Lecturers or English Teachers: It serves as a consideration in designing more supportive and adaptive teaching methods and approaches that respond to students' affective conditions, thereby creating a more conducive and communicative learning atmosphere.

For Educational Institutions: It provides a foundation for developing English-speaking training programs that focus more on the affective aspects of learners, not merely the cognitive ones.

For Future Researchers: It serves as an empirical and theoretical reference for further studies on language anxiety, coping strategies, or comparative research in different educational contexts.

E. Operational Definitions

1. Speaking Anxiety

Speaking anxiety in English as a Foreign Language (EFL) learning refers to an emotional condition characterized by tension, nervousness, and fear when individuals use English for oral communication due to a lack of self-confidence and concerns about making mistakes in front of others. (Horwitz et al., 1986) classified this condition as part of Foreign Language Anxiety (FLA), which significantly affects both the learning process and learning outcomes by hindering information processing, reducing learners' willingness to speak, and limiting their active participation in oral interactions. Recent studies have shown that speaking anxiety is influenced by three major components: fear of negative evaluation, communication apprehension, and test anxiety (Shamsuddin & Lee, 2021), all of which collectively affect students' academic performance, self-confidence, and readiness to communicate in English. In the present study, speaking anxiety is defined as the psychological discomfort experienced by English Education students at IKIP PGRI Bojonegoro during oral communication activities, such as classroom discussions, presentations, and speaking tests, as reflected in verbal symptoms (e.g., hesitation, long pauses, and difficulty initiating conversations), emotional symptoms (e.g., fear, stress, and worry), and nonverbal behaviors (e.g., restlessness, avoidance of eye contact, and decreased participation). This phenomenon will be identified through interviews, classroom observations, and behavioral observations to obtain a comprehensive understanding of the patterns of speaking anxiety and their

influence on students' engagement in the learning process, thereby providing a basis for formulating more effective support strategies.

2. Coping Strategies

Coping strategies refer to a series of conscious efforts undertaken by individuals to manage stress, anxiety, or situational demands through the process of cognitive appraisal of the circumstances they encounter and the selection of the most effective ways to deal with them (Lazarus & Folkman, 1984). In the context of English as a Foreign Language (EFL) learning, coping strategies play a crucial role in helping students manage the linguistic and social pressures associated with speaking English through emotion-focused coping, such as relaxation techniques, positive self-affirmation, and emotional regulation, as well as problem-focused coping, such as preparing speaking materials, expanding vocabulary, practicing with peers, and increasing exposure to speaking activities. Recent literature has suggested that these strategies are effective not only in reducing speaking anxiety but also in improving students' psychological resilience and speaking performance (Rastogi et al., 2025).

In the present study, coping strategies were defined as the adaptive actions employed by sixth-semester students of the English Education Study Program at IKIP PGRI Bojonegoro to reduce English-speaking anxiety during oral communication activities. These strategies were explored through semi-structured interviews, classroom observations, and documentation. The analysis focused on identifying the forms of emotion-focused coping and problem-

focused coping employed by the participants in overcoming English-speaking anxiety.

3. English Education Students of IKIP PGRI Bojonegoro

English Education students at IKIP PGRI Bojonegoro are individuals who pursue formal education to develop English language proficiency and teaching competence within the context of English as a Foreign Language (EFL). They are expected to master the four language skills, with speaking being the skill most frequently associated with anxiety due to the demands of spontaneous communication, academic evaluation, limited opportunities to use English outside the classroom, fear of making mistakes, and concerns about negative evaluation from others (Tahir, 2024) ; (Palupi & Wulandari, 2025). In the present study, English Education students at IKIP PGRI Bojonegoro serve as the primary participants to explore their experiences of speaking anxiety and the coping strategies they employ. Data will be collected through interviews and classroom observations to gain a deeper understanding of their emotional responses, behaviors, and the factors influencing both their speaking anxiety and coping strategies, thereby providing a foundation for developing learning practices that are more responsive to students' emotional and academic needs.