

Junior High School Students' Strategies to Overcome Speaking Anxiety in EFL Classrooms

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ABSTRACT

Speaking anxiety remains a significant affective barrier in English as a Foreign Language (EFL) classroom, particularly among junior high school students in Indonesia. However, research specifically examining how these students actively cope with speaking anxiety using a comprehensive theoretical framework remains limited. This study aims to investigate the types of strategies used by junior high school students to overcome speaking anxiety and to examine how these strategies are applied during English classroom activities. This study employed a qualitative descriptive approach involving 11 students at SMP Negeri 3 Satu Atap Wonotunggal, Batang, Central Java. Data were collected through semi-structured interviews with 11 selected participants (P1-P11) and analyzed using Miles, Huberman, and Saldaña's (1994) interactive model. The findings indicate that students employ all five coping strategies proposed by Kondo and Ying Ling (2004): Relaxation, Peer-seeking, Positive Thinking, Preparation, and Resignation. Strategy application occurs across two distinct temporal phases: before speaking activities and during speaking activities. These findings contribute to the theoretical extension of Kondo and Ying Ling's framework to younger EFL learners and offer practical implications for English teachers in designing supportive classroom environments that facilitate students' active participation in speaking activities.

Keywords: *Speaking Anxiety, Coping Strategies, EFL, Junior High School*

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INTRODUCTION

Speaking is regarded as one of the most crucial skills in learning English, given its role as a global language for communication, education, and career advancement. At the junior high school level, classroom speaking practice typically involves role plays, dialogues, group discussions, and presentations designed to build students' oral proficiency. In practice, however, a considerable number of students struggle to take an active part in these activities (Sholikhah & Isnaini, 2024). Teachers often observe that students tend to stay quiet, hesitate to speak up, or rely heavily on written scripts when required to speak English (Najiha & Sailun, 2021). This pattern points to affective factors—particularly speaking anxiety—as a major influence on students' willingness to speak the language.

Speaking anxiety can be described as the nervousness, tension, fear, and worry students experience when speaking in a foreign language (Kamata et al., 2025). Within Indonesian EFL classrooms, learners commonly worry about mispronouncing words or making grammatical errors, being ridiculed by classmates, or being judged negatively by their teachers (Canestra & Putra, 2023). Many also feel inferior when they see their peers as more skilled (Najiha & Sailun, 2021). This discomfort is closely tied to a classroom culture that tends to value correctness and fluency over treating mistakes as a natural part of learning.

Addressing speaking anxiety among junior high school students deserves serious attention, since this age group is going through a critical period of psychological and social

growth (Quvanch et al., 2024). Adolescents at this stage are especially attuned to how peers perceive them and more concerned with self-image, both of which can heighten anxiety during English speaking tasks (Canestra & Putra, 2023). Compounding this, Indonesian junior high school students generally have little exposure to English beyond the classroom, leading to weak vocabulary mastery (Nur & Baa, 2022). This limited vocabulary and background knowledge further fuels their anxiety when speaking (Huon & Em, 2022).

Although the current Indonesian curriculum promotes interactive, communicative learning, putting this into practice is often difficult. Large class sizes, restricted lesson time, exam-driven assessment, and pressure on teachers to cover the syllabus all tend to limit genuine opportunities for speaking practice. Being aware of constant evaluation and comparison with classmates can generate anxiety rather than build confidence (Huon & Em, 2022). As a result, speaking tasks often end up feeling more like performances than authentic communication.

A number of earlier studies have examined speaking anxiety as a major affective obstacle in English learning. Work by Najiha & Sailun (2021), Milanrianto et al. (2023), Marpaung & Fithriani (2023), Qin & Poopatwiboon (2023), and Le & Nguyen (2023) shows that students frequently experience anxiety during speaking tasks due to fear of negative evaluation, fear of error-making, low self-confidence, and general communication apprehension. These studies converge on the finding that speaking anxiety undermines both oral performance and classroom engagement in EFL settings.

Other research has looked at how students cope with this anxiety. Mardiningrum & Ramadhani (2022), Milanrianto et al. (2023), Qin & Poopatwiboon (2023), and Le & Nguyen (2023) find that learners draw on a range of coping approaches, including thorough preparation, rehearsal, positive self-talk, peer support, and broader social-affective strategies.

Even so, notable gaps remain in the existing body of research. Whereas Najiha & Sailun (2021) concentrate mainly on identifying anxiety levels and their sources through a quantitative lens, the current study goes further by exploring the specific strategies students use and how they put them into practice. Moreover, much of the prior research has focused on higher education contexts (Kamata et al., 2025; Le & Nguyen, 2023; Mardiningrum & Ramadhani, 2022; Qin & Poopatwiboon, 2023), while this study centers specifically on junior high school students in the Indonesian EFL setting. In addition, although some studies involving secondary students touch on coping strategies, few apply a well-defined theoretical framework to categorize them systematically. This study adopts the coping strategy framework developed by Kondo & Ying-Ling (2004) to offer a more detailed picture of how these strategies play out in actual classroom settings.

What makes this study novel is its emphasis on junior high school students within the Indonesian EFL context—a group that remains underrepresented in research on speaking-anxiety coping strategies. While Kondo & Ying-Ling (2004) framework is widely referenced in foreign language anxiety literature, it has mostly been applied to high school, university, and adult learners. This study broadens its application to younger adolescents, who may display different strategy-use patterns given their developmental stage, more limited experience, and varying degrees of metacognitive awareness.

This study is grounded in Kondo & Ying-Ling (2004) coping strategy model, which sorts coping mechanisms into five main categories: 1) Preparation – Deliberate steps to build linguistic readiness, such as practicing vocabulary and pronunciation or reviewing material beforehand. 2) Relaxation – Methods for easing physical and psychological tension. 3) Positive Thinking – Cognitive strategies that help students counter negative self-perceptions and build confidence. 4) Peer-seeking – Turning to classmates for academic or emotional support. 5) Resignation – Avoiding or withdrawing from speaking tasks.

This study sets out to investigate the strategies junior high school students use to manage speaking anxiety during English classroom activities. Specifically, it aims to identify the types of strategies students employ to cope with speaking anxiety and to examine how these

strategies are put into practice during speaking tasks. By focusing on students' strategy use, this study highlights the value of helping learners actively manage their own anxiety and challenges, ultimately supporting the creation of more supportive and inclusive English classrooms.

METHOD

This study employed a qualitative descriptive research design. Qualitative research is appropriate when the researcher seeks to understand and interpret participants' experiences, perspectives, and behaviors within their natural settings. According to Creswell & Creswell (2018), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. In this study, the social phenomenon under investigation was students' strategies to overcome speaking anxiety during English classroom activities.

The participants of this study consisted of 11 students from SMP Negeri 3 Satu Atap Wonotunggal, Batang regency, Central Java. The school was selected as the research location because it represents a typical English as a Foreign Language (EFL) classroom context at the junior high school level, where students are required to participate in various speaking activities regardless of limited exposure to English outside the classroom. The 11 participants (P1-P11) were selected for semi-structured interviews based on their observed behaviors during classroom speaking activities. The selection aimed to represent a range of anxiety levels and strategy use patterns. Participant identities were anonymized using codes (P1-P11) in accordance with research ethics principles.

The primary data collection instrument used in this study was a semi-structured interview guide. The interviews were designed to explore in greater depth the types of strategies students used to overcome speaking anxiety and how they applied these strategies during English speaking activities. The interview questions were developed based on Kondo & Ying-Ling (2004) coping strategies framework and covered the following areas: (1) students' experiences of nervousness when speaking English, (2) preparation behaviors before speaking activities, (3) relaxation techniques used during speaking, (4) positive thinking and self-encouragement strategies, (5) peer-seeking behaviors, and (6) avoidance or resignation behaviors.

The interviews were conducted in Indonesian to allow participants to express their feelings and thoughts freely and accurately. Each interview lasted approximately 10 - 15 minutes and was audio-recorded with the participants' consent. The interviews were then transcribed verbatim for analysis.

Data analysis followed the interactive model proposed by Miles et al. (2014), which consists of three main stages: (1) Data Reduction: Interview transcripts were carefully reviewed, selected, and simplified to focus on information relevant to the research questions. Data were coded to identify patterns related to strategy use and application during speaking activities. Codes were developed both deductively (based on Kondo and Ying Ling's five strategy categories) and inductively (from emerging themes in the data). (2) Data Display: The reduced data were organized and presented in the form of tables and narrative descriptions to facilitate interpretation. Strategy categories and their applications were displayed to allow comparison across participants and to identify dominant and less frequently used strategies. (3) Conclusion Drawing and Verification: The researcher interpreted the displayed data to draw conclusions regarding the types of strategies used by students and how these strategies were applied during English speaking activities. Conclusions were verified by revisiting the data, comparing findings across participants, and ensuring consistency in the analysis.

FINDINGS AND DISCUSSION

The interview data from 11 participants (P1-P11) revealed that students at SMP Negeri 3 Satu Atap Wonotunggal employ all five categories of coping strategies proposed by Kondo & Ying-Ling (2004). The frequency of strategy use among participants is presented in Table 1.

Table 1. Strategy Use Among Interview Participants (N=11)

No	Strategies	Users
1	Preparation	10
2	Relaxation	11
3	Positive-Thinking	10
4	Peer-Seeking	11
5	Resignation	4

As shown in Table 1, Relaxation and Peer-seeking were used by all 11 participants, while Preparation and Positive Thinking were used by 10 out of 11 participants. Resignation was reported by only 4 participants: P3, P6, P8, and P11.

Types of Strategies Used by Students

Preparation Strategy

Ten out of eleven interview participants reported using preparation strategies before English speaking activities. The most common preparation behaviors included reading texts, memorizing vocabulary, and reviewing previously learned material.

P3 explained:

"Saya latihan terlebih dahulu sebelum maju ke depan kelas. Karena dengan belajar saya menjadi bisa."

"I practice first before coming to the front of the class. By studying, I become able to do it."

P9 stated:

"Biasanya saya berlatih berbicara dan hafalan. Karena menjadi lebih tenang saat maju."

"I usually practice speaking and memorizing. Because I feel calmer when presenting."

P8 added:

"Biasanya saya menghafalkan kosakata atau mengulas kembali apa yang sudah dipelajari di dalam kelas. Karena saya belum terlalu lancar berbahasa Inggris."

"I usually memorize vocabulary or review what was already learned in class. Because I am not yet very fluent in English."

Relaxation Strategy

All eleven interview participants reported using relaxation strategies to manage their speaking anxiety. The most frequently reported relaxation technique was deep breathing, followed by efforts to calm the mind and avoid panic.

P11 shared:

"Menenangkan diri dengan cara menarik nafas karena saya merasa jauh lebih tenang."

"Taking a deep breath is very helpful because I feel much calmer."

P1 stated:

"Dengan menenangkan hati dan pikiran, dengan merilekskan diri. Ya menarik nafas."

"By calming my heart and mind, by relaxing myself. Yes, taking a deep breath."

P8 simply said:

"Berusaha untuk tidak panik."

"Trying not to panic."

Positive Thinking Strategy

Ten out of eleven participants reported using positive thinking strategies to manage negative thoughts and self-doubt. These strategies included self-encouragement and cognitive reframing of mistakes.

P1 stated:

"Biasanya saya bilang 'aku pasti bisa' hanya seperti itu."

"I usually say to myself: 'I can definitely do this' just like that."

P3 encouraged herself:

"Semangat kamu pasti bisa."

"Come on, you can definitely do this."

P6 demonstrated cognitive reframing:

"Biasanya saya tidak memikirkan benar atau salah yang penting saya berusaha untuk berbicara dalam bahasa Inggris."

"I usually do not think about right or wrong, what matters is that I try to speak English. That is very helpful."

Peer-Seeking Strategy

All eleven participants reported using peer-seeking strategies. This strategy was applied in two ways: before speaking (practicing together with peers) and during speaking (asking for immediate help when difficulties arose).

P7 emphasized:

"Biasanya saya meminta teman untuk mengajarku cara membacanya. Karena saya tidak percaya diri dengan kemampuan bahasa Inggris saya."

"I usually ask a friend to teach me how to read. Because I am not confident in my English ability."

P3 stated:

"Saya sering meminta bantuan teman. Berlatih dan membaca bersama."

"I often ask for help from friends. Usually practicing and reading together."

P8 explained:

"untuk menyemangati diri saya dan untuk mengajari saya cara pengucapannya."

"I ask a friend to encourage me and to teach me how to pronounce."

Resignation Strategy

Four out of eleven participants reported using resignation strategies. Resignation behaviors included staying silent, passing turns to peers, and avoiding speaking tasks.

P8 admitted:

"Biasanya saya melempar ke teman saya. Karena saya malu dan takut salah jawab."

"I usually pass it to my friend. Because I am ashamed and afraid of giving the wrong answer."

P11 stated:

"Tetap diam. karena saya malu dan takut salah."

"Sometimes I just stay silent. Because I am ashamed and afraid of making mistakes."

P6 acknowledged passing turns but also noted a preference for positive thinking:

"Saya biasanya melempar ke teman. Tapi lebih sering berusaha untuk berpikir positif."

"I usually pass it to a friend. But I more often try to think positively."

How Students Apply Strategies During Speaking Activities

The interview data revealed that strategy application occurs across two distinct temporal phases: before speaking activities and during speaking activities. Some strategies, such as preparation, are primarily applied before speaking, while others, such as relaxation and peer-seeking, are applied both before and during speaking tasks.

Application of Preparation Strategy

Students reported applying preparation strategies primarily before English speaking activities. The most common preparation behaviors included reading texts, memorizing vocabulary, and reviewing previously learned material.

P3 explained:

"Saya latihan terlebih dahulu sebelum maju ke depan kelas. Karena dengan belajar saya menjadi bisa."

"I practice first before coming to the front of the class. By studying, I become able to do it."

P9 stated:

"Biasanya saya berlatih berbicara dan hafalan. Karena menjadi lebih tenang saat maju."

"I usually practice speaking and memorizing. Because I feel calmer when presenting."

P8 added:

"Biasanya saya menghafalkan kosakata atau mengulas kembali apa yang sudah dipelajari di dalam kelas. Karena saya belum terlalu lancar berbahasa Inggris."

"I usually memorize vocabulary or review what was already learned in class. Because I am not yet very fluent in English."

Application of Peer-Seeking Strategy

Peer-seeking was applied in two ways: before speaking (practicing together with peers) and during speaking (asking for immediate help when difficulties arose).

P7 emphasized:

"Biasanya saya meminta teman untuk mengajari cara membacanya. Karena saya tidak percaya diri dengan kemampuan bahasa Inggris saya."

"I usually ask a friend to teach me how to read. Because I am not confident in my English ability."

P3 stated:

"Saya sering meminta bantuan teman. Berlatih dan membaca bersama."

"I often ask for help from friends. Usually practicing and reading together."

P8 explained:

"untuk menyemangati diri saya dan untuk mengajari saya cara pengucapannya."

"I ask a friend to encourage me and to teach me how to pronounce."

Application of Relaxation Strategy (During Speaking)

Relaxation strategies were primarily applied during speaking activities when students began to feel nervous. Deep breathing was the most frequently reported relaxation technique.

P11 shared:

"Menenangkan diri dengan cara menarik nafas karena saya merasa jauh lebih tenang."

"Taking a deep breath is very helpful because I feel much calmer."

P1 stated:

"Dengan menenangkan hati dan pikiran, dengan merilekskan diri. Ya menarik nafas."

"By calming my heart and mind, by relaxing myself. Yes, taking a deep breath."

P8 simply said:

"Berusaha untuk tidak panik."

"Trying not to panic."

Application of Positive Thinking Strategy

Positive thinking strategies were used during speaking activities to manage negative thoughts and self-doubt.

P1 stated:

"Biasanya saya bilang 'aku pasti bisa' hanya seperti itu."

"I usually say to myself: 'I can definitely do this' just like that."

P3 encouraged herself:

"Semangat kamu pasti bisa."

"Come on, you can definitely do this."

P6 demonstrated cognitive reframing:

"Biasanya saya tidak memikirkan benar atau salah yang penting saya berusaha untuk berbicara dalam bahasa Inggris."

"I usually do not think about right or wrong, what matters is that I try to speak English. That is very helpful."

Application of Resignation Strategy

Resignation strategies were used by a minority of students and typically occurred during speaking activities when students perceived the speaking task as too threatening.

P8 admitted:

"Biasanya saya melempar ke teman saya. Karena saya malu dan takut salah jawab."

"I usually pass it to my friend. Because I am ashamed and afraid of giving the wrong answer."

P11 stated:

"Tetap diam. karena saya malu dan takut salah."

"Sometimes I just stay silent. Because I am ashamed and afraid of making mistakes."

P6 acknowledged passing turns but also noted a preference for positive thinking:

"Saya biasanya melempar ke teman. Tapi lebih sering berusaha untuk berpikir positif."

"I usually pass it to a friend. But I more often try to think positively."

Discussion

The findings of this study reveal that junior high school students at SMP Negeri 3 Satu Atap Wonotunggal employ all five categories of coping strategies proposed by Kondo & Ying-Ling (2004): Preparation, Relaxation, Positive Thinking, Peer-seeking, and Resignation. However, the frequency and dominance of each strategy vary significantly. Relaxation and Peer-seeking emerged as the most dominant strategies, used by all 11 participants, while Resignation was the least used strategy, reported by only 4 participants.

The finding that Peer-seeking was used by all participants suggests that Indonesian junior high school students heavily rely on social support to manage their speaking anxiety. This may be explained by the collectivist nature of Indonesian culture, where group harmony and mutual assistance are highly valued (Marpaung & Fithriani, 2023). Students in this context naturally turn to peers for both academic and emotional support. The high prevalence of peer-seeking is also reflected in participants' statements, such as P7's explanation: *"Biasanya saya meminta teman untuk mengajariku cara membacanya. Karena saya tidak percaya diri dengan kemampuan bahasa inggris saya"* ("I usually ask a friend to teach me how to read. Because I am not confident in my English ability").

The dominance of Relaxation strategies among all participants indicates that students actively employ physical and emotional regulation techniques to manage the physiological symptoms of anxiety. Deep breathing was the most frequently reported relaxation technique, as expressed by P11: *"Menenangkan diri dengan cara menarik nafas karena saya merasa jauh lebih tenang"* ("Taking a deep breath is very helpful because I feel much calmer"). This finding aligns

with Mardiningrum & Ramadhani (2022), who found that students use physical techniques to calm themselves during oral presentations.

The finding that Positive Thinking was used by the majority of participants is consistent with Le & Nguyen (2023) and Qin & Poopatwiboon (2023), who reported that positive self-talk and self-encouragement are common coping mechanisms among EFL learners. P6's cognitive reframing strategy – "*Biasanya saya tidak memikirkan benar atau salah yang penting saya berusaha untuk berbicara dalam bahasa Inggris*" ("I usually do not think about right or wrong, what matters is that I try to speak English") – demonstrates how students actively engage in cognitive restructuring to combat negative self-perceptions.

The moderate use of Preparation strategies suggests that while students recognize the value of preparation, they do not consistently engage in it. This discrepancy may reflect the developmental stage of junior high school students, who often have limited metacognitive awareness and self-regulation skills compared to older learners (Quvanch et al., 2024). Students may intend to prepare but lack the discipline or time management skills to do so systematically.

The finding that Resignation was the least used strategy is encouraging, as it suggests that the majority of students do not resort to avoidance or withdrawal when faced with speaking anxiety. However, the fact that some students (P8, P11) explicitly cited shame and fear of mistakes as reasons for passing turns or staying silent indicates that resignation remains a concern for a minority. P8's statement – "*Biasanya saya melempar ke teman saya. Karena saya malu dan takut salah jawab*" ("I usually pass it to my friend. Because I am ashamed and afraid of giving the wrong answer") – highlights how fear of negative evaluation can lead to avoidance behaviors.

The finding that Peer-seeking and Relaxation were the most dominant strategies aligns with Kondo & Ying-Ling (2004) original study, which found that Japanese EFL students frequently used preparation, relaxation, and peer-seeking. However, the present study found that Peer-seeking was even more prominent among Indonesian junior high school students, with all 11 interview participants reporting its use. This may be explained by cultural differences; Indonesian collectivist culture places a high value on group harmony and mutual assistance, leading students to naturally seek peer support (Marpaung & Fithriani, 2023).

This finding is consistent with previous research by Milanrianto et al. (2023), who identified rehearsal as the most popular strategy among senior high school students, and Marpaung & Fithriani (2023), who found that positive thinking and oral practicing were commonly used by Indonesian junior high school students. However, the present study extends these findings by providing a more detailed examination of how these strategies are applied across different temporal phases.

The finding that students applied coping strategies across two temporal phases (before speaking and during speaking) contributes a novel insight to the literature. Existing studies have largely treated coping strategies as static categories; this study shows that strategy use is dynamic and context-dependent, varying according to the phase of the speaking task. Preparation strategies were primarily applied before speaking, while Relaxation, Positive Thinking, and Peer-seeking were applied both before and during speaking. Resignation occurred primarily during speaking when students perceived the task as overwhelming.

The finding that deep breathing was the most frequently reported relaxation technique is consistent with Mardiningrum & Ramadhani (2022), who found that students use physical techniques to calm themselves during oral presentations. Students' self-talk ("I can definitely do this") served as an immediate cognitive intervention to counter negative thoughts, supporting the findings of Theriana (2023) on the effectiveness of positive self-talk.

The finding that Peer-seeking was used both before and during speaking reflects the spontaneous, collaborative nature of Indonesian EFL classrooms, where students are permitted to interact with peers even during formal speaking tasks. This observation underscores the importance of peer scaffolding in reducing anxiety (Wijaya, 2023).

The finding that Resignation was linked to shame and fear of negative evaluation supports Canestra & Putra (2023) finding that fear of being judged by peers is a primary trigger of speaking anxiety in Indonesian classrooms. P8 and P11 explicitly linked their resignation to shame and fear of making mistakes, highlighting the role of psychological factors in driving avoidance behaviors.

The findings of this study have several important implications for theory and practice.

Theoretical Implications: This study demonstrates that Kondo & Ying-Ling (2004) five-category coping strategies framework is applicable to junior high school students in the Indonesian EFL context. Previously, the framework had been applied primarily to high school, university, and adult learners. The present study extends its application to younger adolescents, revealing developmental differences: Peer-seeking is more dominant, Preparation is less systematic, and Resignation is less frequent among junior high students compared to older learners. Additionally, the identification of two-phase strategy application (pre-speaking vs. during-speaking) contributes a novel insight to the literature, showing that strategy use is dynamic and context-dependent.

Pedagogical Implications: Since Peer-seeking was students' most preferred strategy, teachers should intentionally design classroom activities that leverage peer support. Pair work, small group discussions, peer tutoring, and collaborative rehearsal before individual speaking tasks can create a safe and supportive learning environment. Additionally, explicit instruction in relaxation techniques (e.g., deep breathing exercises), positive self-talk scripts, and preparation strategies can empower students with practical tools. The finding that Preparation was valued but inconsistently practiced suggests that teachers need to build structured preparation time into lesson plans, such as providing 5-10 minutes for students to rehearse in pairs before individual presentations.

Practical Implications: To reduce fear of negative evaluation, teachers should cultivate a classroom culture where mistakes are normalized as part of the learning process. Constructive feedback, avoidance of public error correction that shames students, and peer encouragement protocols can help lower the affective filter. Teachers should also be alert to students who consistently show resignation behaviors (e.g., remaining silent, passing turns). These students may benefit from individualized scaffolding, such as pre-teaching vocabulary, allowing them to speak in smaller groups first, or providing alternative ways to demonstrate speaking competence.

This study is limited by several factors. First, the research was conducted at a single junior high school in Central Java, which may limit the generalizability of the findings to other educational contexts in Indonesia. Second, the study relied primarily on self-reported data through interviews, which may be subject to social desirability bias. Third, the study did not include objective measures of English-speaking proficiency, making it difficult to distinguish between anxiety caused by low proficiency and anxiety stemming from other factors. Fourth, the cross-sectional design captured students' experiences at a single point in time, whereas speaking anxiety and strategy use may fluctuate over the academic year. Fifth, the study focused only on research questions 1 and 2 (types of strategies and how they are applied), without examining the factors influencing strategy choice, which may provide a more complete understanding of students' coping behaviors.

Future studies are recommended to employ multi-site designs with larger and more diverse samples, integrate objective proficiency measures, and conduct longitudinal research to examine how students' coping strategies develop over time. Intervention studies could also be conducted to test the effectiveness of explicit strategy instruction programs on reducing speaking anxiety and improving speaking performance.

CONCLUSIONS

This study investigated the strategies used by junior high school students to overcome speaking anxiety in English classroom activities. The findings showed that students employed all five coping strategies proposed by Kondo and Ying-Ling (2004), with Relaxation and Peer-seeking being the most frequently used and Resignation the least common. Strategy use occurred both before and during speaking activities, with Preparation mainly applied before speaking, while Relaxation, Positive Thinking, and Peer-seeking were used across both stages. These findings extend Kondo and Ying-Ling's framework to the context of Indonesian junior high school students and highlight the dynamic nature of coping strategies in speaking activities. The study also provides practical implications for English teachers in designing supportive classroom environments that help reduce speaking anxiety. However, the study was limited by its small sample size and focus on a single school. Future research should involve larger and more diverse samples, employ mixed-methods or longitudinal designs, and examine interventions to reduce speaking anxiety and improve speaking performance.

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