



Students' Coping Mechanism in Reducing Their Speaking Anxiety

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Abstract: This study aimed to determine the levels of English-speaking anxiety among students and to identify the coping mechanisms they employed. A mixed-method approach was used in two stages. The quantitative data were collected using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, while qualitative data were obtained through interviews. The participants were 35 high school students in Bantul. The FLCAS results showed that 14 students experienced mild anxiety, 13 moderate anxiety, 4 were relatively relaxed, 3 experienced high anxiety, and 1 reported no anxiety. To explore coping mechanisms, two students from each anxiety level (mild, moderate, and high) were selected through purposive sampling. The interview findings revealed that most students relied on emotion-focused coping strategies, while some also used problem-focused strategies. These results provide insights into how students manage speaking anxiety and may inform future research on the long-term effectiveness of different coping strategies in reducing language learning anxiety.

Keywords: Coping Mechanism, Mixed-Method, Speaking Anxiety

Introduction

English speaking skill has been proven as an important skill in numerous fields including education, tourism, business, and personal development. Speaking skill is often considered as the most important skills and needed to communicate four language skills effectively (Brown & Yule, 1983) (Ur, 1996). The ability to communicate using English language effectively may open many opportunities for individuals, enhancing career prospects, and social interaction (Ismajli & Kareva, 2024) (Kanca, 2024) (Zannah & Hidayanti, 2024).

However, in fact many students cannot perform speaking well in front of people, and it is challenging to deal with oral performance. Students will be frightened, nervous, and panic when they are asked to speak. They are often haltingly and refusing if a teacher or someone asks them to speak English. They like to be silent rather than trying to speak (Angrisia & Robah, 2023) (Kulsum et al, 2025) (Maji et al, 2022) (Jaya et al, 2022). These certainly can hinder their performance in learning English language (Loan, 2022).

In the process of learning a second or foreign language, Krashen (1981) described the Affective Filter as a mental block created by affective elements such as excessive anxiety, strong inhibition, low self-esteem, and low motivation (Krashen, 1981). Anxiety can be

described as the feeling of fear, worried, stressed or tension. Other than that, anxiety is normal to occur in speaking. It is a core humans' emotion that has 3 facets, beginning, event, and trajectories which its improvement can be predicted (Najiha & Sailun, 2021). Emotion is so profoundly impactful since they are the basic for learning strategies and techniques (Brown, 2004).

Speaking anxiety is an individuals' fear and nervousness by avoiding every communication that happen using foreign language (He, 2018). Speaking anxiety is a negative emotion that has been attracted researchers in years since its opposite effects on academic purpose and learning process.

There are several factors that cause students to experience anxiety in speaking English. There are three influential factors: Communicative Apprehension, Test Anxiety, and Fear of Negative Evaluation (Horwitz et al, 1986). Communicative oppression refers to the the fear to communicate or interact with others. Students tend to shy to speak and feel insecure about their speaking ability. This matter can lead to the difficulties in receiving and conveying message (Yuliana & Haryanti, 2024; Yusuf et al, 2023). Students who have anxiety while performing test leading to the poor test result. Students tend to discourage and feel scared to perform well in doing the task. Particularly in doing the oral task or test which require them to speak aloud in front of many people (Ramli et al, 2024). Fear of negative evaluation is not only limited to test or examination, it may be experienced in any kind of social situation such as job interview, speaking in English with stranger. Fear of negative criticism from others such as receiving bad comments and bad impression may appear (Yuliana & Haryanti, 2024) (Yusuf et al, 2023).

Moreover, some researchers divide the factors that cause anxiety in speaking English into two types, namely internal and external factors (Padang et al, 2024) (Pratiwi et al, 2024) (Rajitha & Alamelu, 2020) (Ramli et al, 2024). Internal factor refers to the factors that appear from the students itself. In contrast to internal factors which appear from an individual itself, external factors are factors that originate or arise outside of a person's self.

Internal factors are lack of confidence, shyness, and fear of mistake, and stage fear. Speaking anxiety appears when a person wants or forces to give good impression from the audience but he or she is less confidence about their capability to speak. They may feel that they have weaknesses in language structure, pronunciation also grammar (Pratiwi et al, 2024) (Wulandari et al, 2024). It makes them even more embarrassed to shine and speak English (Nugroho et al, 2023). These weaknesses can lead them to stage fear or fear performance in front of the crowd. They may be anxious of making mistakes or not performing well (Rajitha & Alamelu, 2020).

External factors include language factors such as limited vocabulary and grammar skills. Weak understanding or knowledge in a second language affects a person's speaking ability which certainly will lead to anxiety (Nugroho et al, 2023) (Pratiwi et al, 2024). Learning environment including class dynamic and teacher's role have crucial role in influencing speaking anxiety. Supportive environment support and foster to reduce speaking anxiety, while judging environment or high-pressure can worsen it (Bogodad et al, 2021) (Riyadi et al, 2024). External conditions such as time pressure, the familiarity of the speaking topic, and the mode of communication (e.g., face-to-face vs. online) can also impact

anxiety levels. Students may feel more anxious when speaking on unfamiliar topics or under strict time constraints (Wang, 2023).

Two factors above contribute significantly to speaking anxiety. Recognizing these causes is essential for addressing the issue. Once understood, effective coping mechanisms, students can help to reduce their anxiety and improve language fluency. Various strategies have been identified that students can employ to reduce their speaking anxiety (Nuraeni et al, 2024) (Nurahman et al, 2023) (Pratama, 2018) (Rizkiya & Pratolo, 2023).

Students usually rehearse and practice the material with the expectation of not making a fatal mistake (Nuraeni et al, 2024) (Nurahman et al, 2023) (Pratama, 2018). Deep breathing and trying to have positive mind are some ways that student usually done to reduce their speaking anxiety. These ways can be classified as relaxation (Lintangsari & Kurniawati, 2024). Student may visualize in order to prepare for the worst situation that could possibly happen. Student may imagine the situation to prepare what to do next (Pratama, 2018). Furthermore, using body language to overcome speaking anxiety may be done by students. Students tend to move their body to reduce their anxiety, more than that they can emphasize the meaning of the ideas they are trying to deliver (Lubis, 2023).

The strategies used by the students in order to reduce their speaking anxiety can be referred as their coping mechanism. Coping can be described as the method to deal and undertake to overcome problems and difficulties (Daga & Kempis, 2021). Coping mechanism shows certain efforts, both in behavioral and in psychological aspects since it all forms of action and thoughts both positive and negative that can be reducing the burden of an individual in order not to cause stress (Haber & Runyon, 1984).

Furthermore, coping mechanism is divided into problem-focused coping mechanism and emotion-focused coping mechanism. Problem-focused coping mechanism deals with individual's action which lead to their problem solving. Individual tends to utilize this behavior when they considered the problems they faced are controllable and be resolved (Lazarus & Folkman, 1984).

Many studies have revealed what strategies students use to reduce speaking anxiety, but none have revealed what type of coping the majority of students use in this situation. Therefore, the main objective of this research is to examine the types of coping mechanism occurred depending on the students' behaviors or ways on how they reduce their English speaking anxiety.

Other than that, this research seeks to address the following objectives in order to address the issues:

1. To investigate students' level of English speaking anxiety.
2. to analyze students' coping mechanisms in reducing their English speaking anxiety.

Methodology

Research Design

This research adopted mixed-methods design to provide wider insight about students' coping mechanism to reduce their English speaking anxiety. Mixed method design hold the collection, analysis, and mixing of both quantitative and qualitative to obtain clearer result of the research (Creswell, 2012).

Data Collection

This research involved 35 students from XI IPS 1 class from a particular senior high school in Bantul, Yogyakarta. The class was selected since the researcher had conducted pre-observation during her microteaching and also based on the suggestion of the English teacher. The research lasted for approximately one month.

The FLCAS (Foreign Language Classroom Anxiety Scale) were distributed by the researcher to be filled in by 35 students of Class XI IPS 1 who became the respondents. The questionnaire contains 33 statements to measure students' speaking anxiety level. Each student must answer all the statements sincerely. The questionnaire was distributed through Google Form by selecting one of the scales provided in each question. The students must fill the questionnaire sincerely.

Furthermore, researchers chose two students for each determined level previously (mildly anxious, anxious, and very anxious). The six selected students would be interviewed that focused on finding out the strategies to reduce anxiety from each determined levels. The student selection used the purposive sampling method to make selection of the outstanding people or places that can help to understand a phenomenon (Creswell, 2012). Sampling was done in order to gain qualitative data from six selected students in association how do they cope and reduce their speaking anxiety.

The selected students were asked to deliver their opinions in coping with English speaking anxiety. Both data collection processes were done using Indonesian language in order to avoid misunderstanding and misinformation occurred during the process.

Data Source

There were two instruments used in this research. Quantitative instrument was adopted from Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz et al. (1986). This instrument aimed to investigate students' level of English speaking anxiety. This instrument is to determine the level of students' speaking anxiety. This questionnaire consists of 33 statements indicating the scale; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The Likert's scale can be seen in the table 1 below.

Table 1. Likert's Scoring Table

Statement	Scoring				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Interview guideline taken from Horwitz et al. (1986) aimed to find out students' coping mechanisms in reducing their English speaking anxiety. The aim of conducting this interview is to discover more deeply and in detail about students' strategies in reducing their English speaking anxiety.

Data Analysis

The quantitative data were calculated based on the range of score from 33 to 165. Oetting Scale was used to categorize each student's score into several levels which are "very anxious", "anxious", "mildly anxious", "relaxed" and "very relaxed". Oetting scale was usually used to categorize students' level of anxiety (Jaya et al., 2022; Rajitha & Alamelu, 2020). FLCAS anxiety levels can be seen in the table 2 below.

Table 2. FLCAS Anxiety Levels

Range	Level
124 – 165	Very anxious
107 – 123	Anxious
86 – 106	Mildly Anxious
65 – 85	Relaxed

The qualitative data gathered from interview were analyzed using three processes (Miles & Huberman, 1994):

1. Data reduction

First step in analyzing the data is to reduce the data. The process of reducing data by choosing, focusing, minimizing, abstracting, and transforming the data. The researcher reduces the data for the purpose of the research so that the data are not too off the point previously addressed.

2. Data display

The display of the data based on the strategies used by students. This process shows the organized results of the research which has been selected or reduced in the previous process.

3. Drawing the conclusion

The researcher concluded this study from the data gathered through data collection and then take the conclusion from the data displayed after it is being analyzed. Verification was done by providing theories

Result and Discussion

In accordance to what has been explained previously, this research adopted FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire in order to measure students' level anxiety. Based on the result from the Google Form, there were 35 students of Class XI IPS 1 gave their responses and filled the form properly and sincerely. The summary of the data is shown automatically in a spreadsheet form based on the time they submitted the response. The table below is the summary of FLCAS results score and level.

Table 3. Recapitulation of FLCAS Results Score and Its Category

Score of Students' Speaking Anxiety	Level of Speaking Anxiety	Result
33 – 64	Very relaxed	1 student (2,8%)
65 – 85	Relaxed	4 students (11,4%)
86 – 106	Mildly Anxious	14 students (40%)
107 – 123	Anxious	13 students (37,1%)
124 – 165	Very Anxious	3 students (8,5%)

In accordance to the table shown above, it shows that only 1 student who feel very relaxed when speaking, which means this student has score between 33 – 64. 4 students are also feeling relaxed as they have score between 65 – 85. The highest number students who are feeling mildly anxious are 14 students. They have scores between 86 - 106. The second highest number students whose score between 107 – 123 are categorized as anxious with 13 students. The least data shows that only 3 students have scores between 124 – 165 which indicates that students are feeling very anxious.

The data above shows that about only 2,8% of students feel very relaxed while performing speaking skill; this can be inferred that they have high confidence in speaking. They think that speaking English is not scary and they enjoy performing that. They do not possess any difficulties. Same cases with 11,4% of students who feel relaxed. They think that speaking English is easy and they have confidence to perform in front of the class.

Furthermore, about 40% or which means the most students feel mildly anxious. This can be inferred that it is not too high or too low and its normal anxiety in speaking. The third category which is anxious has the second most experienced by students (37,1%). They tend to shy and have no idea about what they are trying to say. They have less confidence to perform speaking in of the class. Lastly, around 8,5% of students' experience very high anxiety while performing speaking. They have difficulties to manage their anxiety and lack of self-confidence.

From the results of the questionnaire above, 6 students were selected as the sample to be interviewed. Two students were taken for three levels which are very anxious, anxious and mildly anxious. The following are the students who were interviewed:

Table 4. List of Interviewees

Interviewee List	Name	Score	Category
Interviewee 1	Student 1	137	Very anxious
Interviewee 2	Student 8	125	Very anxious
Interviewee 3	Student 10	111	Anxious
Interviewee 4	Student 30	110	Anxious
Interviewee 5	Student 23	98	Mildly Anxious

Interviewee List	Name	Score	Category
Interviewee 6	Student 24	102	Mildly Anxious

In accordance to the interview that had been done, there are some students' strategies to reduce their English speaking anxiety. They explained what they usually do when they are feeling anxious when asked to speak English.

Involving classmate

Some students reported that they sometimes involved their classmates to reduce their English speaking anxiety. They bring up reasons why they involving their classmate.

"Saya sih ngerasanya degdegan, terus ragu buat menjawab karena takut. Akhirnya tanya teman sebangku bagaimana menjawabnya." (Interviewee 1, Question 1).

"Saya merasa terintimidasi dan akhirnya takut untuk menjawab. Selain itu juga, biasanya saya meminta bantuan teman yang sekiranya lebih pintar untuk membantu." (Interviewee 2, Question 1).

"Saya akan bertanya kepada teman apakah opini saya benar atau tidak. Apabila dirasa masih ragu, saya akan memilih diam saja." (Interviewee 5, Question 5).

The reasons are to help them if they are feeling insecure and unsure with their answers. In other words, they need reassurance by their classmates whether what they are doing is correct or not. In contrast to the results explained above, some interviewees stated that sometimes they throw the blame to their classmate if they are asked to speak English without any preparation. They assume that the teacher will turn to friends who they blamed.

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"... saya juga terkadang melemparkan pertanyaan guru ke teman kelas saya yang lain agar merasakan hal yang sama." (Interviewee 3, Question 1).

"... saya biasanya melempar atau menyalahkan teman apabila saya tiba-tiba ditunjuk untuk berbicara." (Interviewee 5, Question 1).

Avoiding the Situation

First avoidance strategy discovered is students may keep silent when they are asked to speak English by the teacher. They feel anxious and realize that they do not have enough ability to speak.

"Saya akan diam tidak berkata banyak, karena ketika rasa cemas datang saya tidak bisa mengatakan apa-apa." (Interviewee 3, Question 3).

"... saya cenderung untuk diam dan tidak melakukan apa apa." (Interviewee 4, Question 3).

"... Namun biasanya saya lebih baik diam tidak jadi menyampaikannya karena takut dan ragu." (Interviewee 1, Question 5).

Second avoidance strategy is avoiding eye contact with the teacher and their classmates. They sometimes do this so that teacher won't appoint them to speak English.

"Hal ini saya lakukan untuk menghindari kontak mata dengan guru dan teman sekelas." (Interviewee 2, Question 2).

"... Saya cenderung akan bersembunyi agar guru tidak memilih saya." (Interviewee 2, Question 3).

Last avoidance strategy is looking for distraction. Interviewees sometimes do this as a result of many reasons. Looking for distraction may reduce them from feeling nervous, trembling, and keep them more focused.

"Ketika saya merasa malu, saya mencari distraksi dengan mengalihkan pandangan ke arah lain ..." (Interviewee 2, Question 2)

"... biasanya pandangan saya kemana-mana" (Interviewee 3, Question 2)

"... dan mencari distraksi dengan melihat ke arah lain." (Interviewee 5, Question 3).

Self-Controlling

There are some ways done in association to self-controlling by the interviewees. Most of the interviewees are controlling their breath in order to reduce nervous, trembling, and their panic. This way can make them more focused.

"Biasanya saya mengatur nafas saya agar lebih teratur dalam berbicara." (Interviewee 1, Question 2).

"Saya sebisa mungkin mengatur nafas ..." (Interviewee 2, Question 3).

"Saya akan mengontrol nafas saya dan ..." (Interviewee 1, Question 6).

"Saya akan mencoba untuk fokus terhadap pertanyaan yang diajukan guru ..." (Interviewee 5, Question 6).

Other than controlling breath, interviewee 3 and interviewee 4 tend to use body gestures to reduce panic, anxiety and shyness. They may play with his nail and shrub her head.

"... saya biasanya mainan kuku untuk meredakan ketegangan." (Interviewee 3, Question 1).

"Untuk mengurangi rasa cemas, saya biasanya garuk-garuk kepala." (Interviewee 4, Question 1).

"Biasanya saya menggunakan gestur badan atau tangan untuk mengurai rasa malu." (Interviewee 4, Question 2).

Taking the Responsibility

In spite of the limited knowledge that the interviewees may possess, some interviewees showed greater behaviors on how they cope their anxiety. This is a positive behaviour that can boost their confidence in performing English speaking.

"Saya akan berusaha meyakinkan diri saya untuk mencoba mengekspresikannya." (Interviewee 4, Question 5).

"Saya akan berusaha semampu saya." (Interviewee 6, Question 6).

“Saya akan mencoba untuk tetap percaya diri, memaksimalkan kemampuan.” (Interviewee 5, Question 7).

“Saya akan mencoba percaya diri untuk terus berbicara meskipun kemampuan saya masih terbatas.” (Interviewee 6, Question 7).

Well-Preparation

Some interviewees write and memorize the points first before they perform speaking. They assume that this helps them to speak quickly and not waste too much time. Other than that, this may reduce their anxiety.

“Saya akan mencatat poin-poin apa saja yang akan saya sampaikan, sehingga saya tidak akan terlupa.” (Interviewee 5, Question 4).

“... saya akan menulis terlebih dahulu poin-poin yang akan saya sampaikan lalu menghafalkannya.” (Interviewee 6, Question 4).

Discussion

After presenting the findings on how students attempted to reduce their anxiety through different strategies, the next section discusses these results in relation to previous research and theoretical insights.

Problem-focused Coping Mechanism

Seeking social support coping

The interviewees reported that they will ask their class friend to help them speaking English. Usually, they ask to class mates whom they think are smarter than them. This type of coping has been done by some interviewee 1 and interviewee 2 in order to reduce panic when they are asked to speak English without preparation. Interviewee 5 and interviewee 6 ask their class mate whether they are still unsure of their answer or intention to try speaking English. In other words, they need reassurance from their class mate that this is the correct thing to do.

Individuals who seek social support both mentally and psychological support may neglect their own choices, responsibility for their decisions, and solutions-seeking to a greater extent (Wirkus et al., 2021). Social support not only reduces anxiety but also enhances students' willingness to engage in communication. This is important in language learning, which anxiety can hinder language acquisition and participation (Kalsoom et al., 2020).

Confrontational coping mechanism

The interviewee 3 and 5 stated that they sometimes throwing the blame to their classmates who caused the problem. This may happen if they are suddenly being asked by the teacher and have no idea about what to do due to the panic. This indicates how interviewees take an aggressive effort to change the situation and take risks that occur (Lazarus & Folkman, 1984). Moreover, aggressive effort as emotion regulation processes is relevant to interviewees' adjustment in response to anxiety (Thompson et al., 2019).

Planful problem-solving coping mechanism

Good behaviours shown by interviewee 5 and interviewee 6 in order to reduce their nervousness. They will write down some points they will convey. Other than that they will memorize the points so that they already prepared. They think that it is more effective because it can shorten the interviewee's time in speaking. The points conveyed are also well achieved by the teacher and classmates. This is reinforced that individual who employed this coping will do the work with fully concentrated as have been planned well, and is willing to change his way so that the problems faced can be resolved (Sutarsih & Nurrohmi, 2022).

Emotion Focused Coping Mechanism

Accepting responsibility and positive appraisal coping mechanism

Most interviewees shown good behaviors by keep speaking despite their limited ability. Interviewee 4 stated that she would keep trying to speak loudly. She also tried to convince herself that she could do it despite his limited abilities. 37 This behaviour is also done by interviewee 6 in order to reduce his trembling while speaking. He thought that is nothing wrong to keep trying. Interviewee 6 added that confidence is also a must to present good performance while speaking.

Positive appraisal coping tend to assess threatening situation in positive ways, has been proposed to act as a key resistance mechanism (Riepenhausen et al., 2022). This shown by those interviewees to keep trying and being confident as their coping with English speaking anxiety. Other than that, the role of optimism is very useful for students because students may have positive expectations towards academic demands so that the pressure and stress can be managed properly (Shabrina et al., 2019).

Self-controlling coping mechanism

A behavior shown by interviewees 2 in order to reduce nervousness while performing English speaking. She would control her breath so that she can be more relax and not in rush. This can make her more focus about what are she trying to convey in her speaking.

Interviewee 1 and interviewee 5 are also doing the same thing by controlling their breath to reduce trembling that occur. The purpose is the same to keep them more focused while performing English speaking. Interviewee 1 also reported to reduce shyness he also needs to control his breath so that he can be more focus and calm.

Using body gestures is also applied by interviewee 3 and interviewee 4 to reduce their panic. They may shrub their head, play their nails, and use hands to emphasize the points they conveyed. Most of the interviewees are doing the same thing by controlling their breath to make them more focused and calm while performing speaking.

Other than that, body gestures are also helpful to emphasize their points. Self-controlling means that individuals try firmly to change their behaviours and direct their actions so that be useful and socially acceptable (Astuti & Nur'aeni, 2020). Students' effort

shows how their actions and feelings management (Yazon et al., 2018). This means that interviewees using body gestures to control their feelings and emotions.

Escape-avoidance coping mechanism

Last coping recorded is escaping avoidance. Some behaviours reported by the interviewees such as avoiding eye-contact, looking for distraction, and pretending to be busy. These all be done so that they cannot be appointed by the teacher to speak.

Interviewee 2 always avoids eye contact with the teacher so that she can reduce her anxiety if she is appointed. Interviewee 3 is also reported that she also pretends to be busy by doing something useless so that the teacher cannot see her. Furthermore, some interviewees will just stay silent without any willingness to keep trying.

Most interviewees stated that they may look for distraction by looking at the wall or outside to reduce their anxiety, trembling, feeling unconfident, and shyness. This behaviour may lead them into both good behavior and bad behavior.

These behaviours show that interviewees may solve their anxiety by focusing on the problem or through emotions control and management, also avoiding strategies by avoiding situation passively or surrendering to the problem (Hirsch et al., 2015). Students' responses reflect their efforts and wishful thinking to avoid or escape the problem (Yazon et al., 2018).

It can be concluded from the explanation above, interviewees have close ties to emotions, so their coping is mostly focused on emotions or feelings. Emotion-focused coping that occurred include accepting responsibility and positive appraisal coping, self-controlling coping, and escape avoidance coping. However, some interviewees show good behaviours for each type of coping mechanism regarding to the problem focused. Problem-focused coping mechanism that occurred such as being well prepared, bravely keep on trying, and asking other classmates for reassurance.

Conclusion

Based on the data results, it can be concluded that the majority students of Class IX IPS 1 have mildly anxious level of speaking anxiety, which is around 40% or almost a half of the number of respondents, this means they have neither high nor low speaking anxiety. Then, 37.1% of students have anxious level of speaking anxiety which can be said as moderate level, and 11.4% of students have relaxed level which means they have low speaking anxiety level. Then, 8,5% of students have very anxious level. Lastly, only 1 student (2,8%) have very relaxed level which means she feels confident and enjoy while performing speaking.

Based on the results of the interview, the researcher discovered several behaviours shown by the interviewees associated to reduce their speaking anxiety; asking help; throwing the blame toward their classmates; writing down and memorizing the points they want to convey; using body gestures; controlling their breath to keep more focused; avoiding eye contact; taking the responsibility.

From these results, the researchers examined what are the types coping mechanism occurred associated to how students reduce their speaking anxiety.

The findings revealed that students employed both problem-focused and emotion-focused coping strategies to manage their speaking anxiety. In terms of problem-focused coping, several students practiced planful problem solving by writing down the key points they intended to say and memorizing them before speaking. Others demonstrated confrontational coping, such as shifting the blame to classmates so that the teacher's attention might be redirected. In addition, some students relied on seeking social support, for instance by asking their peers for reassurance before or during speaking activities.

Meanwhile, emotion-focused coping strategies were also evident. Some students adopted accepting responsibility and positive appraisal, which was reflected in their willingness to keep trying to speak and to build confidence despite difficulties. Another common strategy was self-controlling, where students used body gestures and controlled their breathing to remain focused while speaking. Finally, a few students resorted to escape avoidance, which involved avoiding eye contact with the teacher or pretending to be busy in order to reduce pressure.

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