

**COPING STRATEGIES USED BY
STUDENT WITH HIGH SELF-EFFICACY
IN ENGLISH SPEAKING**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Education
Department



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ABSTRACT

Title : Coping Strategies Used by
Student with High Self-Efficacy in
English Speaking

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This study aims to identify coping strategies used by students with high self-efficacy in speaking English at the English education department of Walisongo State Islamic University Semarang. This study used mixed methods. Data collection techniques used were observation, questionnaires, and interviews with 12 participants. The important finding of this study is that the majority of students have a very high level of self-efficacy and coping strategies. 75% of respondents obtained an average score above 4.5 which is categorized as Very High. The study identified some common factors faced by students with strong English proficiency in learning English. Students self-reflect before learning, use positive affirmations and strategies to overcome challenges. They also interact with peers, teachers and tutors to improve their English skills. This research shows that students with high self-efficacy use effective strategies to overcome challenges, practice, psychological understanding, and social learning strategies to develop and maintain their abilities.

Keywords : Coping Strategies, Self-Efficacy, English Speaking

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will elevate those who believe among you and those who are given knowledge by several degrees”

~ QS Al-Mujadilah: 11 ~

“Success does not belong to smart people, but success belongs to those who make an effort”

~ B.J. Habibie ~

“Don't be too obsessed with your idol, think about the future too”

~ Kim Jongin EXO ~

DEDICATION

All praise be to Allah SWT, who with grace and compassion has given strength, knowledge, and the opportunity to complete this thesis.

This thesis is dedicated with love and gratitude to my father M. Ridwan, my mother Yusmiati, and my older brother Ahmad Julian Andhika Maulana whose prayers always accompany my every step. To my friends who are present in joy and sorrow, thank you for your togetherness, motivation, and prayers that support me.

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The researcher will accept constructive criticism and suggestions for this thesis with pleasure, hopefully, this thesis can be useful for everyone who needs reading related to this topic.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, research questions, research objective, and pedagogical significance.

A. BACKGROUND OF THE RESEARCH

Speaking is the skill most assessed by students in real-life situations According to (Brown & Yule, 1985). Speaking is an important part of daily interaction and often the first impression of a person is based on his or her ability to speak fluently and comprehensively. Thus, teachers have to assist student to be able to achieve com. responsibility to prepare strategies for the students as much as possible to be able to speak in English in the real world outside the classroom.

Self-efficacy, a construct developed by (Bandura, 1997), refers to an individual's belief in their ability to successfully perform a particular task. In the context of language learning, self-efficacy plays a crucial role in influencing students' motivation, persistence, and

ultimately their success in acquiring a new language. Bandura's social cognitive theory posits that individuals with higher self-efficacy are more likely to engage in challenging activities, exert greater effort, and persist longer in the face of difficulties, compared to those with lower self-efficacy (Bandura, 1986). In language learning, self-efficacy plays a crucial role in influencing students' motivation, effort, and ability to bounce back from setbacks.

In the context of English language learning, self-efficacy plays an important role in determining students' performance and perseverance. (Tuncer, M., & Doğan, 2020) found that higher levels of self-efficacy in speaking English correlated with increased willingness to communicate and better oral performance. Similarly, (Demir AYZ, 2017) reported that students with higher self-efficacy were more likely to engage in English conversations, participate in class discussions, and seek opportunities to practice speaking. Also, (Freire et al., 2020) research showed that students who were able to combine various coping strategies (flexibility coping)

had higher self-efficacy expectations. These findings suggest that encouraging flexibility in coping strategies can help improve students' self-efficacy, which in turn can support their academic success and well-being.

Coping refers to the cognitive and behavioral efforts individuals make to manage specific external or internal demands that are assessed as burdensome. (Lazarus, R. S., & Folkman, 1984). In the context of language learning, coping strategies are essential for managing the stress and anxiety that often accompany the learning process, particularly when speaking a foreign language. (Lazarus, R. S., & Folkman, 1984) distinguish between two primary types of coping strategies: (a). Problem-focused coping: strategies aimed at altering the stressful situation directly, such as seeking information, planning, or learning new skills, (b). Emotion-focused coping: strategies aimed at regulating emotional responses to stress, such as seeking social support, positive reappraisal, or relaxation techniques. In the realm of language learning, various coping strategies have been

identified. For instance, (Vanniarajan, 1990) taxonomy of language learning strategies includes memory, cognitive, compensation, metacognitive, affective, and social strategies. Some of these, particularly affective and social strategies, can be instrumental in coping with language anxiety (Kondo & Ying-Ling, 2004).

Coping strategies for speaking anxiety have been extensively explored in recent studies. These studies have largely built on (Kondo & Ying-Ling, 2004) framework of coping strategies, which include preparation, relaxation, positive thinking, peer seeking, and resignation. (Suar Deni, 2021) identified that students often used positive thinking strategies such as visualizing successful performance and attempting to ignore potential negative outcomes. (Andini, 2022) found that English language learners mainly used preparation techniques such as following teachers' instructions and practicing regularly, alongside relaxation methods such as pausing and taking deep breaths. Similarly, (Anggraini et al., 2022; Rosana Putri et al., 2022) found that students

predominantly relied on three main strategies: preparation, positive thinking, and relaxation. (Saarahwati, 2020) observed Kondo and Ying-Ling's four strategies in action-preparation (understanding the topic, practicing, and creating keywords), relaxation (praying and breathing deeply), positive thinking (speaking confidently), and peer seeking (student interaction)-but found no evidence of resignation strategies among the participants. In contrast, (Maulidin Muhammad, 2023) confirmed the presence of all five original strategies, including resignation, in their study of public speaking anxiety. This study focused on the four active coping strategies (preparation, relaxation, positive thinking, and seeking peers) most consistently demonstrated by students with high self-efficacy in an English speaking context.

Foreign language speaking anxiety, often referred to as “Foreign Language Speaking Anxiety” (FLSA), has been massively researched in EFL (Horwitz, E.K., Horwitz, M. B., & Cope, 1986 ; MacIntyre, P. D., & Gardner, 1994). FLSA is defined as a feeling of fear

or anxiety that arises when one is asked to speak in a foreign language, especially in front of others (Horwitz, E.K., Horwitz, M. B., & Cope, 1986). This phenomenon does not only occur among beginners, but also among advanced students (Bashori, M., van Hout, R., Strik, H., & Cucchiarini, 2020) (Mukminin, A., Masbirotroni, M. Noprival, N., Sutarno, S., Arif, N., Maimunah, 2015). English speaking anxiety can have a negative impact on students' academic performance. Horwitz stated that anxiety can hinder the learning process, reduce self-confidence, and even cause students to avoid situations involving the use of spoken English (Horwitz, E.K., Horwitz, M. B., & Cope, 1986).

This study focuses on the self-efficacy strategies used by students in the English Department of UIN Walisongo to overcome anxiety in the context of speaking English. Previous research has highlighted the importance of self-efficacy in language learning, but often overlooks the specific strategies students use to cope with their anxiety. This case study aims to fill this gap by exploring the different self-efficacy

strategies used by students to overcome their anxiety in English-speaking situations. By identifying and analyzing these strategies, this study seeks to provide insights that can inform teaching practices and support mechanisms aimed at improving students' confidence and performance in English.

This study investigates how students in the English Department of UIN Walisongo use self-efficacy strategies to cope with anxiety related to English language reading tasks. By examining these strategies, this study aims to contribute to a better understanding of the role of self-efficacy in language learning and to provide practical recommendations for educators to help students overcome language anxiety and improve their English language proficiency.

B. RESEARCH QUESTION

The research was conducted to discover the answer to the following question:

- a. How does students' self-efficacy affect their anxiety during English speaking performance?
- b. How are students' voices of having self-efficacy?

C. RESEARCH OBJECTIVES

Based on the problem statements, the objectives of this study are as follow:

- a. To identify the self-efficacy strategies used by students to cope with their anxiety in English-speaking.
- b. To describe students' perceptions and experiences in developing self-efficacy related to their confidence in speaking English.

D. LIMITATION OF THE RESEARCH

This study aims to identify the coping strategies used by students with high self-confidence in speaking English in the seventh semester students at the English Language Education Department of Walisongo State Islamic University Semarang. By examining these strategies, this study seeks to provide insight into how students with strong self-confidence manage challenges and improve their English speaking skills effectively.

E. PEDAGOGICAL SIGNIFICANCE

1. Theoretically

The study contributes to the understanding of the relationship between self-efficacy, anxiety, and performance in English language acquisition, providing insights into the predictive roles of speaking anxiety and English self-efficacy on foreign language speaking anxiety.

2. Practically

a. For students

The study provides insights into the effectiveness of self-efficacy strategies in coping with anxiety, which can help students develop more effective coping strategies and improve their performance in English language acquisition. It highlights the importance of a non-threatening speaking context in the classroom, which can help students feel more comfortable and perform better.

b. For teachers

- (1) The study suggests that university instructors should be provided with theoretical knowledge of foreign language speaking anxiety and be asked to provide solutions to minimize this problem in undergraduate programs.
- (2) Teachers can engage students in small discussion groups, where they can collaborate and exchange ideas in a positive classroom environment, helping students to produce language more naturally and not focus much on mistakes.

c. For other researchers

The study contributes to the existing literature on self-efficacy, anxiety, and performance in English language acquisition, providing a deeper understanding of the relationship between these constructs. It offers insights into the effectiveness of approach coping strategies, such as positive reappraisal, support seeking, and planning, in managing anxiety

and enhancing self-efficacy in university students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous research and literature review.

A. PREVIOUS RESEARCH

A research conducted by Shang and Ma (2023) examined the relationship between classroom anxiety, learning motivation and English language achievement in Chinese university students, focusing on the mediating role of self-efficacy (Shang, Y. & Ma, 2023). The study found that classroom anxiety has a negative impact on learning motivation and English achievement, while self-efficacy acts as a significant mediator in the relationship. Students with higher levels of self-efficacy tend to be able to manage their anxiety better, which in turn improves their learning motivation and English achievement outcomes. This research provides important insights into how psychological factors such as anxiety and self-efficacy affect English language learning, and

highlights the importance of strategies to improve self-efficacy in language teaching.

A research conducted by Riyanti and Rudianto (2022) used a hermeneutic phenomenological approach to explore the lived experiences of Indonesian EFL students in dealing with speaking anxiety in online classes (Riyanti, D., & Rudianto, 2022). A study of 12 university students found that mastering video-conferencing tools, recording and repeating presentations, and using peer support in an online language exchange community reduced technology-related anxiety. Digital goal setting and task-specific goals also increased self-efficacy. The study suggests that a holistic approach, including technological ability, social support, and specific goal setting, can help overcome speaking anxiety in online language learning.

A research conducted by Xie and Huang (2021) conducted an action research with 40 Chinese EFL learners in an online speaking class during the COVID-19 pandemic (Xie, F., & Huang, 2021). The study found that a 10-week intervention using self-

efficacy strategies reduced anxiety by 25%, increased voluntary participation by 40%, and increased student confidence by 30%. This approach, based on Zimmerman's self-directed learning model, was effective in online language learning environments. The study emphasizes the importance of personalized interventions and self-efficacy strategies in overcoming language learning challenges.

A research conducted by Liao and Wang (2021) conducted a mixed-methods study on 158 Chinese university students studying English as a foreign language (EFL) (Liao, 2021). The study found a significant positive correlation between self-efficacy and speaking ability, with an increase in self-efficacy leading to improved speaking ability. Students with high self-efficacy used effective coping strategies, such as positive self-talk, visualization of success, and seeking peer support. This highlights the importance of teaching strategies like staged speaking tasks and peer-to-peer tutoring programs in enhancing students' self-efficacy and improving their English-speaking ability.

A research conducted by Gkonou (2020) conducted an Interpretative Phenomenological Analysis (IPA) involving 15 EFL students in Greece to explore the cultural dimensions that influence speaking anxiety (Gkonou, 2020). The study found that cultural factors, such as fear of appearing stupid and academic pressure, hinder active participation in language learning. To cope, students used strategies like intensive practice, code-switching, and seeking sympathetic peers. The research supports the importance of culturally sensitive teaching approaches and a classroom culture that values mistakes as learning opportunities.

B. LITERATURE REVIEW

This literature review subchapter contains references related to the title of this research. There is Self-Efficacy in Language Learning, Coping Strategies for Managing Anxiety, Self-Efficacy and Coping Strategies, and Anxiety in Speaking English.

1. Self-Efficacy in Language Learning

Self-efficacy, a core concept in Albert Bandura's social cognitive theory, refers to an individual's belief in their ability to perform specific tasks or achieve certain goals (Bandura, 1997b). In the context of language learning, self-efficacy plays a pivotal role in influencing learners' motivation, persistence, and achievement (Raoofi, 2012). In language learning, these sources manifest in various ways. For instance, successfully completing a speaking task can boost mastery experience, while positive feedback from a teacher can serve as social persuasion (Peng, 2020).

Recent studies have underscored the importance of self-efficacy in language learning. (Tuncer, M., & Doğan, 2020) found that higher levels of self-efficacy in speaking English correlated with increased willingness to communicate and better oral performance among Turkish university students. Similarly, (Demir AYAZ, 2017) reported that students with higher self-efficacy were more likely to engage in

English conversations and participate in class discussions. These findings echo earlier work by (Raoofi, 2012), who concluded that self-efficacy is a significant predictor of language performance and should be a key focus in language teaching strategies.

According to (Bandura, 1997), self-efficacy beliefs develop from four basic sources :

a. Mastery Experience

Mastery experiences are the most powerful source of self-efficacy data because they provide direct confirmation of one's aptitude (Bandura, 1997). When students successfully complete English-speaking challenges, they gain higher levels of self-efficacy. This good performance fosters a strong belief in one's own self-efficacy, but failure can weaken it, especially if the failure occurs before a sense of self-efficacy is created (Mills, 2014).

(Raoofi, 2012) found that language learners who consistently practiced speaking and achieved success had greater levels of

speaking self-efficacy. Similarly, (Wang C. et al., 2014) found that students who gradually mastered increasingly difficult speaking tasks improved significantly in their speaking confidence and performance.

b. Vicarious Experience

Self-efficacy can also be developed through vicarious experience or observational learning. Students make judgments about their own abilities by observing the performance of peers or models (Bandura, 1997). When students observe peers successfully performing speaking tasks, their belief in their own abilities may increase, especially if they perceive their ability level to be similar to their own (Schunk D. H., & P. F., 2009).

(Aslan, 2020) study found that language learners who observed successful peer models increased their speaking self-efficacy compared to learners who did not have representational learning opportunities.

(Jaekel, 2020) also found that students' exposure to authentic conversations of proficient English speakers increased their speaking self-efficacy through representational learning.

c. Social Persuasion

Verbal encouragement or prompting from others is considered social persuasion, and it can either enhance or undermine self-efficacy beliefs (Bandura, 1997). Encouragement from teachers, peers, and family members can increase students' confidence in their speaking talent, but criticism can undermine it (Mills, 2014).

According to (Yang, 1999), feedback from teachers is very important in helping students improve self-efficacy in speaking. Similarly, (Woodrow, 2011) emphasizes that constructive feedback and encouragement in the language classroom have a great impact on students' perceptions of their speaking talent.

d. Physiological and Emotional States

The fourth source of self-efficacy knowledge comes from physiological and emotional experiences. When students identify speaking tasks with negative emotional states such as anxiety or stress, their self-efficacy beliefs may weaken (Bandura, 1997b). Conversely, pleasant emotional states can increase self-efficacy.

(Dewaele, J. M., & MacIntyre, 2014) found that students who experienced pleasant emotions during speaking activities had better levels of self-efficacy than those who were anxious. Similarly, (Wang Y.& Li, 2019) found that psychological well-being was strongly associated with speaking self-efficacy among language learners.

2. Coping Strategies for Managing Anxiety

Coping refers to the cognitive and behavioral efforts individuals make to manage specific external or internal demands that are appraised as

taxing or exceeding their resources (Lazarus, 1984). In the realm of language learning, coping strategies are particularly relevant for managing the stress and anxiety that often accompany the process, especially in speaking tasks.

(Lazarus, 1984) distinguished between problem-focused coping (aimed at altering the stressful situation) and emotion-focused coping (aimed at regulating emotional responses). In language learning, problem-focused strategies might include seeking information or practicing, while emotion-focused strategies could involve seeking social support or positive reappraisal.

(Kondo & Ying-Ling, 2004) identified five categories of coping strategies for language anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation. These categories have been influential in recent studies. For instance, (Suar Deni, 2021) found that positive thinking, such as visualizing successful performance, was a commonly used strategy. (Andini, 2022) reported that preparation

(following teacher instructions, regular practice) and relaxation (deep breathing) were key strategies. Similarly, (Anggraini et al., 2022) and (Rosana Putri et al., 2022) identified preparation, positive thinking, and relaxation as primary coping strategies.

In this study, the researcher decided to focus on the four coping strategies identified by (Kondo & Ying-Ling, 2004) namely Preparation, Relaxation, Positive Thinking, and Peer Seeking, by excluding the Resignation strategy. This decision was made based on strong theoretical and empirical considerations. As indicated by (Bandura, 1997), individuals with high self-efficacy tend to show persistence in facing challenges and rarely apply avoidance strategies. (Mills, 2014) also confirmed that language learners with high self-efficacy are more likely to use active and constructive coping strategies rather than passive strategies such as resignation. Furthermore, (Wang Y. & Li, 2019) study found a significant negative correlation between self-

efficacy levels and the use of Resignation strategies. Given that this study focuses on students with high self-efficacy in speaking English, the four strategies selected have greater relevance and more meaningful practical applications in learning contexts (Woodrow, 2011; Zheng et al., 2020).

a. Preparation

Preparation refers to students' proactive activities before speaking tasks in order to improve their performance. Students with high self-efficacy are more likely to thoroughly prepare for speaking activities (Kondo & Ying-Ling, 2004).

(Wang Y. & Li, 2019) discovered that students with high self-efficacy frequently use preparation techniques such as rehearsing presentations, structuring their thoughts, and conducting thorough research. Similarly, (Hashemi & Abbasi, 2013) discovered that students with high self-efficacy spend more time practicing vocabulary and expressions

important to speaking tasks than their low-efficacy peers.

b. Relaxation

Relaxation strategies include techniques for reducing physical stress and anxiety during speaking duties. Students with strong self-efficacy use numerous relaxation techniques to be calm when speaking (Kondo & Ying-Ling, 2004).

(Tran et al., 2013) discovered that students with high speaking self-efficacy regularly practice deep breathing, positive self-talk, and visualization strategies before and during speaking activities. Furthermore, (Oxford, 2017) discovered that such students can effectively manage their anxiety using conscious relaxation techniques, which improves their speaking skills.

c. Positive Thinking

Positive thinking techniques entail sustaining positive thoughts while combating negative self-talk. Students with strong self-

efficacy are more likely to engage in positive self-talk and constructive thought patterns about their speaking talents (Kondo & Ying-Ling, 2004).

(Mercer, 2012) found that language learners with high self-efficacy frequently use positive thinking techniques, concentrating on their strengths rather than their inadequacies during speaking assignments. Similarly, (Horwitz, E. K, 2016) discovered that these students modify problems as opportunities for progress and maintain optimism despite setbacks.

d. Peer seeking

Peer seeking techniques entail asking peers for emotional or practical support. High self-efficacy students are more eager to organize study groups and look for opportunities to practice speaking with their classmates (Kondo & Ying-Ling, 2004).

Peer interactions are a common way for students with high speaking self-efficacy to

participate in collaborative learning, which gives them more practice opportunities and feedback (Khalaf, 2017). Furthermore, (Zheng et al., 2020) discovered that in order to improve their speaking abilities, these students actively look for conversation partners and take part in language exchange programs.

3. Self-Efficacy and Coping Strategies

The interplay between self-efficacy and coping strategies is a growing area of interest in language learning research. Self-efficacy can influence the choice of coping strategies, while effective coping can enhance self-efficacy beliefs (Bandura, 1997; Schunk D. H., 2020).

In a mixed-methods study, (Liao, 2021) found that Chinese EFL learners with higher self-efficacy reported using more effective coping strategies, such as positive self-talk and seeking peer support. This aligns with (Bandura, 1997) assertion that individuals with high self-efficacy

are more likely to view challenges as tasks to be mastered rather than threats to be avoided.

Moreover, the concept of coping flexibility—the ability to use different coping strategies flexibly—has been linked to higher self-efficacy. reported that university students who combined various coping strategies had higher self-efficacy expectations. This suggests that encouraging a repertoire of coping strategies could enhance self-efficacy and, by extension, language learning outcomes.

4. Anxiety in Speaking English

Speaking anxiety, a situational manifestation of foreign language anxiety (FLA), has been a longstanding concern in language education (Horwitz, 1986; MacIntyre & Gardner, 1994). It is characterized by feelings of apprehension, self-doubt, and even physical symptoms like increased heart rate when required to speak in the target language, especially in public (Horwitz, 1986).

Contrary to the assumption that anxiety decreases with proficiency, studies have shown that even advanced learners can experience speaking anxiety (Bashori et al., 2020). This persistent anxiety can have detrimental effects on academic performance, reducing self-confidence and leading to avoidance behaviors (Horwitz, 1986).

Recent studies have delved into the causes and manifestations of speaking anxiety. (Gkonou, 2020), using Interpretative Phenomenological Analysis with Greek EFL learners, found that fear of negative evaluation, perceived lack of proficiency, and classroom dynamics contributed to anxiety. Similarly, (Hattab, 2021) reported that among Saudi EFL learners, low self-esteem, teacher behavior, and peer pressure were significant anxiety factors.

The role of teachers in either exacerbating or mitigating speaking anxiety has also been highlighted. (Alrabai, 2020) that supportive, non-judgmental teachers fostered a less anxious

classroom environment. Conversely, (MacIntyre & Gardner, 1994) noted that teacher inflexibility and strict correction policies could heighten anxiety.

This literature review underscores the intricate relationship between self-efficacy, coping strategies, and speaking anxiety in English language learning. It highlights the need for personalized, self-efficacy-enhancing strategies that equip learners with the resilience and confidence to overcome speaking anxiety. By understanding these dynamics, educators can create more supportive learning environments that foster not just linguistic competence, but also the psychological readiness to use that competence in real-world communication.

CHAPTER III

RESEARCH METHOD

This chapter consists of the research design, research setting, participant, research focus, data collection technique, and data analysis.

A. Research Design

This study used a mixed methods approach, combining quantitative and qualitative descriptive methodologies to investigate the coping strategies used by students with high self-efficacy in speaking English. The mixed methods design provides a comprehensive view by combining the strengths of quantitative and qualitative data (Creswell, 2014). The quantitative component was used to identify levels of self-efficacy and coping strategies through a structured questionnaire. The qualitative component, conducted through interviews, provided deeper insights into students' personal experiences, perspectives, and opinions regarding their self-efficacy in speaking English.

This study involved 12 students from the English Education Department. The researcher chose them because the final year students had attended several speaking courses and had given many presentations and speeches in English. All the experiences that the students have accumulated should help them develop a strong sense of confidence before or during speaking in English. Therefore, the researcher selected the participants to provide the data needed in this study to determine students' self-efficacy in speaking English. The data for this study was collected through questionnaires and in-depth interviews. Furthermore, descriptive analysis was conducted to examine the questionnaire data and thematic analysis was conducted to examine the data from the interviews.

B. Research Setting

This research was conducted at the English Education Department of UIN Walisongo. The

study was conducted during the 2024/2025 academic year. This setting was made by considering seventh-semester students, as they have completed most of the courses related to speaking. The courses include Intensive course Listening and speaking, Extensive listening and speaking, Professional listening and speaking, Academic listening and speaking, and Teaching listening and speaking, all of which provide a strong foundation in oral communication in English and have helped students develop various coping strategies throughout their studies. Seventh-semester students were chosen because they have gained extensive experience in speaking English throughout their course and have developed various techniques to deal with speaking-related problems.

C. Participants

This study involved seventh-semester students from the English Education Department of UIN

Walisongo who had completed various speaking-related courses. A total of 12 students were selected based on their experience in speaking English and indications of speaking anxiety. The process of selecting participants was based on the researcher's observations with classmates during lectures. Purposive sampling was considered appropriate because it allowed the researcher to focus on participants who could provide rich and relevant data regarding self-efficacy strategies for overcoming speaking anxiety (Creswell, 2014).

The students selected had completed several speaking courses, including Intensive Listening and Speaking, Extensive Listening and Speaking, Professional Listening and Speaking, Academic Listening and Speaking, and Teaching Listening and Speaking, which allowed them to improve their oral communication skills. Because speaking anxiety varies by individual, selecting participants with varying competency levels and coping mechanisms ensures a more complete

understanding of the problem (Dörnyei, 2007). By focusing on students with relevant academic backgrounds and experiences, this study hopes to acquire a better understanding of the self-efficacy processes they employ to effectively manage speaking anxiety.

D. Research Focus

This study focuses on the self-efficacy tactics used by the participants to overcome English language anxiety. This includes perspectives, experiences, and perceived efficacy of these tactics. The focus is on the coping strategies proposed by (Kondo & Ying-Ling, 2004), which include Preparation, Relaxation, Positive Thinking, and Peer Seeking and are consistent with (Bandura, 1997) four sources of self-efficacy: mastery experience, vicarious experience, social persuasion, and physiological/emotional states.

E. Data Collection Technique

To obtain in-depth data on the self-efficacy strategies used by university students in overcoming English-speaking anxiety, this study used two main techniques: observation and interview.

1. Observation

Observations were made directly when the researcher attended the same class as the participants. This method allowed the researcher to naturally monitor students' participation in speaking activities, relationships with lecturers and classmates, and confidence levels when speaking English. Observation in qualitative research helps to understand the phenomenon in its original context and produces more data than other methods (Merriam, 2016). In addition, evidence of the participants' speaking course grades was used as supporting data to assess the development of their speaking skills. The inclusion of academic records, such as course

grades, can enhance the credibility of research by providing objective data to support observations (Bowen, 2009).

2. Questionnaire

A structured questionnaire using a 5-point Likert scale was developed to assess students' self-efficacy and their use of coping strategies. The questionnaire was designed on a 5-point Likert scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree). The items were structured based on the theoretical framework of Bandura (1997) and Kondo & Ying-Ling (2004). The questionnaire was validated by content experts and tested for clarity and reliability.

3. Interview

In-depth interviews were conducted to learn about students' self-efficacy strategies for overcoming English-speaking fear. The

interview questions were based on two theoretical frameworks: the coping strategies proposed by (Kondo & Ying-Ling, 2004), which include Preparation, Relaxation, Positive Thinking, and Peer Seeking, and (Bandura, 1997) four sources of self-efficacy, which are Mastery Experience, Vicarious Experience, Social Persuasion, and Physiological/Emotional State. Interviews were conducted in a relaxed setting to foster open discussion, and all replies were recorded and transcribed for thematic analysis. This method ensures an accurate understanding of the coping methods and self-efficacy processes used by university students to overcome their fear of speaking English.

4. Data Analysis

a. Quantitative Analysis

Quantitative data from the questionnaires were analyzed using descriptive statistics,

including frequencies, percentages, mean scores, and standard deviations. Each item was grouped under the relevant constructs-self-efficacy (mastery experience, vicarious experience, social persuasion, physiological/emotional state) and coping strategies (preparation, relaxation, positive thinking, peer seeking). The results are presented in tables to illustrate trends and distributions.

To identify students with high self-efficacy, the mean score of each participant's responses was calculated. Those who scored above the average threshold were categorized as having high self-efficacy. These students were then selected as the main focus for further qualitative analysis.

b. Qualitative Analysis

Qualitative data from the interviews were analyzed using thematic analysis as outlined by Braun and Clarke (2006). The steps included:

1. Introduction: Reading the interview transcripts repeatedly.
2. Coding: Initial codes were created by highlighting important statements relating to self-efficacy and coping.
3. 4Theme Development: Codes were grouped into broader themes that aligned with Bandura's theory of self-efficacy and Kondo & Ying-Ling's coping strategies.
4. Review and Refinement: Themes were reviewed to ensure consistency and clarity among participants.
5. Defining and Naming: Each theme was clearly defined to reflect a particular experience or strategy.
6. Writing: The final report integrates thematic findings with representative quotes to give voice to the participants' experiences.

Coding codes	Meaning
CS/PRP/PM/PI	‘CS’ is for Coping Strategy. ‘PRP’ is for Preparation Theme. ‘PM’ is for More Practice Subtheme. ‘PI’ stands for Participant Identity
SE/PRP/PM/PI	‘SE’ is for Self-efficacy Experience. ‘PRP’ is for Preparation Theme. ‘PM’ is for More Practice Subtheme. ‘PI’ stands for Participant Identity

Table 3.1 Coding Matrix

Construct	Theme	Sub-theme	Code
Coping Strategy	Preparation	Self-Practice Methods	CS/P/SPM/AN
		Material Mastery	CS/P/MM/AM
		Technology Integration	CS/P/TI/IS
	Relaxation	Breathing Techniques	CS/R//BT/IF
		Physical Strategies	CS/R/PS/AM
		Mental Relaxation	CS/R/MR/HN
	Positive Thinking	Self-Affirmations	CS/PT/SA/WA

		Growth Mindset	CS/PT/G/IF
		Anxiety Reframing	CS/PT/AR/AM
	Peer Seeking	Practice Partnerships	CS/PS/PP/AA
		Feedback Exchange	CS/PS/FE/AN
		Casual Language Integration	CS/PS/CLI/HN
Self- efficacy Experience s	Mastery Experien ces	Teaching Accomplish ments	SE/ME/TA/AZ
		Presentation Succes	SE/ME/PS/UL

		Communication Achievement	SE/ME/C/A/IS
	Vicarious Experiences	Peer Role Models	SE/VE/PRM/IF
		Speaking Style Observation	SE/VE/SSO/UL
		Fearless Approach Models	SE/VE/FAM/AR
	Social Persuasion	Instructor Feedback	SE/SP/IF/AZ

		Peer Encourage ment	SE/SP/PE/AN
		Recognition of Specific Skills	SE/SP/RSS/IF
	Physiolo gical/Em otional States	Physical Manifestati ons	SE/PES/PM/SH
		Cognitive Disruption	SE/PES/CD/AZ
		Nervous Habits	SE/PES/NH/H N

Table 3.2 Thematizing Matrix

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the data obtained in the research.

A. FINDING

Based on the findings, the researcher was able to identify some general patterns of how students with high self-efficacy dealt with challenges in speaking English. All students routinely prepared thoroughly before starting to speak, including studying the material in advance, practicing pronunciation, and practicing alone or with peers. Almost all students use specific relaxation methods to cope with anxiety, with deep breathing being the most frequently mentioned technique. Students routinely use affirmations and positive thinking strategies to overcome doubts and build confidence before and during speaking activities. Every student mentioned some form of interaction with peers as very important in the development of their speaking, whether for practice, feedback or moral support. Students were generally

aware of their physiological responses to speaking anxiety (trembling, sweating, rapid heartbeat). Most students identified specific peers or seniors whose speaking skills they admired and wanted to emulate. Students actively seek and constructively use feedback from teachers, peers and self-assessment to improve their speaking. They tend to appreciate small improvements and see mistakes as learning opportunities rather than focusing on perfection. This general pattern suggests that students with high self-efficacy in English speaking use diverse approaches to manage speaking challenges, combining practical preparation, psychological self-regulation, and social learning strategies to build and maintain their confidence.

1. Quantitative Finding

No.	Respondent	Total Score	Mean	Category
1.	R1	90	5.00	Very High

2.	R2	89	4.94	Very High
3.	R3	86	4.78	Very High
4.	R4	85	4.72	Very High
5.	R5	84	4.67	Very High
6.	R6	84	4.67	Very High
7.	R7	87	4.83	Very High
8.	R8	86	4.78	Very High
9.	R9	71	3.94	Simply
10.	R10	79	4.39	High
11.	R11	71	3.94	Simply
12.	R12	82	4.56	Very High

Table 4.1 Mean Scores and Categories of Self-Efficacy & Coping Strategies

The results showed that the grand mean of all participants was 4.60, which falls into the “Very High” category. This indicates that the

majority of participants have a high level of self-efficacy and use effective coping strategies when speaking in English.

The standard deviation (SD) value of 0.35 indicates that there is low variability among participants in responding to the statements on the questionnaire. That is, most participants gave consistent answers, reinforcing the conclusion that they tend to have similar and strong levels of self-efficacy and coping strategies in the context of speaking English.

A total of 75% of the participants or 9 out of 12 respondents obtained a mean above 4.5, which falls into the Very High category. Meanwhile, two respondents (R9 and R11) obtained a mean of 3.94, which fell into the Simply category, and one respondent (R10) was in the High category with a mean of 4.39.

This finding reflects that most students who have high self-efficacy also tend to actively

use coping strategies that support their performance in speaking English, such as making preparations, thinking positively, seeking social support, and managing their anxiety effectively.

This result is consistent with Bandura's (1997) self-efficacy theory which states that a person's belief in their abilities can affect how they deal with challenges, including foreign language speaking anxiety. The majority of students seem to have mastery experience, social persuasion, and good emotion management strategies, which enable them to be in the “Very High” category. This combination also reflects the successful application of coping strategies as proposed by Kondo & Ying-Ling (2004), namely: Preparation, Relaxation, Positive Thinking, and Peer Seeking. These strategies seem to be effective in helping students build their confidence when speaking English in an academic environment.

2. Qualitative Finding

Causes of Coping Strategies

1. Preparation

This strategy includes deliberate actions that students take before speaking English in front of the class to build confidence and competence before speaking English.

a. Self-Practice Methods

The first self-practice technique is mirror practice, which involves practicing speaking in front of a mirror so that participants can observe their facial expressions, body movements, and gestures while speaking. This technique can be used to correct problematic speaking habits, as demonstrated by IF, UL, and IN. The second technique is voice recording, where participants record their voices while speaking English. AN and SH have used this method to evaluate their pronunciation, develop their vocal expressions, and listen to how they speak. The third technique, self-assessment through recording, involves listening back to one's voice recording for assessment purposes. With

this technique, participants can identify pronunciation errors, and what needs to be improved, conduct an assessment of their speaking ability, and make necessary notes for improvement. This technique reduces pressure as it is practiced privately, without the supervision of others. These three techniques complement each other and can be used simultaneously to achieve optimal results in improving English language skills.

“...I record my voice to assess my pronunciation and identify where I need to improve...” CS/P/SPM/AN

b. Material Mastery

This technique is an important aspect that the participants emphasized in preparing their speaking skills. UL and IF applied the method of pre-reading the material to be discussed, which helped them understand the context and structure of the discussion. On the other hand, AM and WA focused on understanding the

content thoroughly to ensure they could convey information accurately and confidently. IS takes a special approach to vocabulary enhancement, which allows her to express ideas more precisely and variedly. These three components—pre-reading, thorough comprehension, and vocabulary enhancement—form a strong foundation for mastering the material to improve speaking.

“...Understanding the material in advance helps me feel more confident when speaking...” CS/P/MM/AM

c. Technology Integration

To improve their English language skills, the participants utilized various modern technology tools as learning media. IS uses digital platforms such as Google Voice which allows her to practice pronunciation and intonation more accurately. AR, on the other hand, listens to podcasts as a means to improve her listening and speaking skills, and actively

participates in online conversation platforms such as “Free4Talk” which provides opportunities to interact directly with English speakers from various countries. This integration of technology not only makes the learning process more flexible and engaging but also provides access to wider and more varied learning resources.

“...I practice with Google Voice and look up new vocabulary before speaking...”

CS/P/TI/IS

2. Relaxation

The strategy showed that the participants used a variety of relaxation techniques to overcome their pre-speaking anxiety. These techniques helped them control their nervousness and increase their confidence when speaking English.

a. Breathing Techniques

Breathing techniques were one of the most commonly used relaxation strategies, with almost all participants mentioning the

importance of breathing exercises in managing anxiety. AZ, HN, and WA specifically applied deep breathing techniques before starting to speak, which helped to calm the nervous system and reduce anxiety-induced rapid heartbeat. In addition, some participants reported using controlled breathing during presentations to maintain calmness and focus. They also combined breathing techniques with other relaxation methods for more optimal results. As IF reveals how this technique is an important component of language learners' anxiety management strategies in the research quote;

“...I use deep breathing techniques and visualization to calm myself down...”

CS/R//BT/IF

b. Physical Strategies

The participants applied various physical approaches as part of their coping strategies when speaking English. These physical

strategies showed how students creatively used body movement and interaction with the environment as a way to manage anxiety and improve their speaking performance. IS and SH chose to speak at a slower pace, a technique that allowed them to better control their speech and reduce errors due to rushing. WA adopted a more minimalist approach by sitting quietly before speaking, giving him time to collect his thoughts and calm down. Meanwhile, AM developed the environmental scanning method, where he observes his surroundings to seek inspiration and calm down, as cited in the study;

“...Looking around and finding ideas from the environment helps me relax...”

CS/R/PS/AM

c. Mental Relaxation

In addition to physical strategies, the participants also used a variety of mental relaxation techniques to overcome speaking

anxiety. These mental relaxation techniques became effective tools for creating an optimal state of mind when facing challenging speaking situations. IF applied visualization techniques, imagining herself speaking fluently and confidently, which helped program her mind for positive outcomes. Some of the other participants developed focus control methods that allowed them to direct their attention to constructive matters rather than their anxiety. Meanwhile, HN and AR regularly practiced meditation as a way to calm their minds and improve concentration before public speaking as expressed by HN in the study;

“...Using meditation and focusing on one thing helps me stay calm...” CS/R/MR/HN

3. Positive Thinking

The analysis showed various cognitive strategies that participants used to maintain an optimistic mindset when facing English-speaking

challenges. The participants developed certain methods to steer their thoughts in a positive direction, which helped to reduce anxiety and increase self-confidence. These positive thinking strategies also contributed to the development of a more resilient mindset towards language learning challenges overall.

a. Self-Affirmations

The participants regularly used positive self-talk as a strategy to boost confidence before speaking English. These self-affirmation techniques served as effective psychological tools to transform negative internal dialog into positive encouragement that helped students deal with speaking anxiety. HN and IN consistently applied the affirmation “I can do it” to instill confidence in their abilities. AZ uses encouraging phrases such as “You can get through this” as a way to deal with challenging speaking situations. Meanwhile, WA developed a future-oriented approach to how he uses projections of future success to

motivate his current efforts with affirmations such as the one quoted in the study;

“...I use the affirmation 'tomorrow I will be able to do it'...” CS/PT/SA/WA

b. Growth Mindset

Participants demonstrated a learning-oriented mindset as a strategy to overcome challenges in speaking English. UL used an approach that emphasized progress rather than perfection, allowing her to appreciate each step forward in her learning process. AR demonstrated acceptance of the sometimes bumpy learning process, understanding that language acquisition is a long-term journey. Meanwhile, IF and AA, in particular, developed a perspective that views mistakes as opportunities to learn better, rather than as embarrassing failures. IF reflects on how this growth mindset plays an important role in shaping psychological resilience and maintaining students' motivation when facing

difficulties in learning to speak English as expressed in the research quote;

“...I believe mistakes are part of the learning process...” CS/PT/G/IF

c. Anxiety Reframing

Participants develop a perspective that helps in viewing speaking anxiety from a more supportive point of view. This technique allows participants to shift their perception of anxiety from an obstacle to a normal part of the learning process, thus reducing its negative impact on their speaking performance and confidence. SH emphasized the temporary nature of the speaking situation, reminding herself that the anxious moment would soon pass. AN shifted her focus to a non-judgmental environment, creating a safe mental space to express herself. Meanwhile, AM emphasized effective communication over language perfection, as expressed in her research quote;

“...Speaking English is not a matter of right or wrong...” CS/PT/AR/AM

4. Peer Seeking

The participants' strategies for developing English-speaking skills revealed a strong pattern of utilizing social support through peer search. Participants actively sought out peers to practice, get feedback, and build confidence in a supportive environment. This strategy of seeking peer support is an important component in overcoming the psychological and linguistic challenges students face when learning to speak English.

a. Practice Partnerships

The participants actively sought out speaking partners as a strategy to improve their English skills. AZ preferred the daily conversation partner approach, creating sustainable English-speaking habits in her daily life, while IF organized structured practice sessions aimed at improving speaking skills in specific aspects. AA applies a regular group practice

approach, which provides a consistent and mutually supportive environment for developing speaking skills by demonstrating how this practice partnership is an essential component in effective learning strategies, providing opportunities for immediate feedback, positive reinforcement, and collaborative learning as expressed by AA in the research excerpt;

“...I practiced consistently with a group of friends...” CS/PS/PP/AA

b. Feedback Exchange

Peer-to-peer feedback exchange was a high-value strategy that participants utilized to improve their English-speaking skills. This feedback exchange technique creates a collaborative learning environment where students can support each other and improve their speaking together. SH utilized her peers to evaluate her presentation style, helping her identify aspects such as eye contact, body

language, and presentation structure that could be improved. Meanwhile, WA relies on his friends for pronunciation guidance, which allows him to correct mistakes that he might not have noticed on his own. AN proactively sought constructive criticism from her friends, as reflected in her research quote;

“...I actively sought out more fluent friends for constructive criticism...” CS/PS/FE/AN

c. Casual Language Integration

Participants integrate English into their everyday interactions as a strategy to improve fluency and reduce speaking anxiety. This technique helps students connect classroom learning with its application in everyday life. AM implemented mixed language practice, combining English and her first language in conversation to gradually increase her confidence. IS focuses on informal conversation practice with friends who share similar interests, creating a relaxed and

anxiety-free environment to develop speaking skills. Meanwhile, HN took a simpler approach by using basic English words in daily communication, as revealed in the research excerpt;

“...I interact with friends using English even if it is just one or two words...”

CS/PS/CLI/HN

Self-efficacy Experiences

1. Mastery Experiences

This strategy shows that it is proven to increase students' confidence in speaking English. Based on the analysis of the interview data, several patterns of successful performance experiences that contributed to students' self-efficacy in speaking English were found, suggesting that practical success in using the language became an important factor in building their confidence to communicate.

a. Teaching Accomplishments

Participants emphasized that teaching experience was an important factor in building their confidence. Some examples of teaching achievements expressed included the successful teaching during the PLP program experienced by AM and AZ, the effective ability to provide instruction to children as demonstrated by WA, and the achievement in transmitting knowledge to others. One concrete evidence was presented by AZ who stated; ***“...I managed to teach in English during the Pare and PLP programs, which greatly increased my confidence...”***
SE/ME/TA/AZ

b. Presentation Success

Most participants cited presentation success as an important mastery experience in their journey. This technique

shows how successful presentations can be a significant confidence-building moment for participants. Some of the aspects they highlighted included a focus on understanding the audience as practiced by AM, thorough preparation that led to good delivery as practiced by SH, and positive feedback received after the presentation as experienced by AA. One concrete proof was provided by UL who said;

“...I managed to deliver my message smoothly despite feeling nervous during the presentation...” SE/ME/PS/UL

c. Communication Achievement

Success in communicating genuinely became a powerful mastery experience for the participants. These experiences confirmed that the ability to communicate effectively not only improved language skills but also significantly strengthened participants' confidence in various

contexts of interaction. Some of the communication achievements highlighted include success in cross-cultural communication as experienced by AN, achievement in conveying messages clearly as perceived by IS, as well as improved language fluency over time as demonstrated by IN. Evidence of this was provided by IS who stated;

“...Successfully getting others to understand the point was a turning point for my confidence...” SE/ME/C/A/IS

2. Vicarious Experiences

This strategy demonstrates the significant impact of observing others' speaking performance on participants' self-efficacy. Through the process of observing others' success or failure in speaking, participants were able to gain insights and learnings that then influenced their beliefs in their abilities in similar contexts.

a. Peer Role Models

Participants often identified certain peers as influential models in the development of their speaking skills. Observing the success of these peers was a valuable source of motivation and learning for participants in developing their skills and confidence. Some examples include admiration for the confidence shown by Mahfudz as experienced by HN and IN, inspiration from Zilda's natural speaking ability as experienced by IS and WA, and learning from Risqi's pronunciation as a reference for AM. Concrete evidence was provided by IF who stated;

“...I am inspired by Irfan who is consistent in practicing and paying attention to pronunciation...”

SE/VE/PRM/IF

b. Speaking Style Observation

Students learn specific techniques by observing how others speak. This observation of speaking styles allows students to adopt strategies that have proven effective and adapt them to their speaking style, thus improving their skills and confidence in communication. Some of the techniques they learned included natural fluency without the need to translate first as observed by AZ, a slow-paced and confident approach to speaking as noticed by UL, and the ability to speak without relying on written notes as learned by IS. Evidence of this was provided by UL who stated;

“...I learned from a friend who spoke slowly and confidently, who showed me effective techniques...” SE/VE/SSO/UL

c. Fearless Approach Models

In the process of foreign language learning, fearless approach models play an important role in motivating learners. Some participants feel inspired by others' attitudes towards speaking. These fearless approach techniques serve as a living example for learners that success in language learning depends not only on linguistic ability but also on mental attitude and the courage to take risks. HN values confidence despite imperfections in language, showing that the main quality is not perfection but the courage to try. IF was inspired by the consistent practice habits demonstrated by others, showing that commitment to regular practice is key in language acquisition. Meanwhile, AR expressed admiration for those who dare to speak without fear of making mistakes, as she stated;

“...I am inspired by seniors who dare to speak without fear of making mistakes...”

SE/VE/FAM/AR

3. Social Persuasion

This strategy shows that social persuasion plays an important role in the learning process. Feedback and encouragement from others are very influential in shaping learners' confidence and motivation. This positive influence of social persuasion underscores the importance of creating a supportive learning environment where learners can receive constructive encouragement for their growth and development.

a. Instructor Feedback

Instructor feedback plays an important role in the development of participants' language skills. Formal feedback from lecturers proved to have a significant impact on their confidence and ability. This instructor feedback not only helped

participants improve their technical language skills, but also reinforced their belief in their abilities, creating a positive cycle in the language learning process. SH and AM benefited from the feedback on pronunciation given by their lecturers, helping them to improve the phonological aspects of the language they were learning. WA received specific guidance on voice projection, which helped improve the quality of his speaking delivery. Meanwhile, AZ felt the positive impact of the praise given by the mentor teachers during the PLP program, as she expressed; ***“...Receiving praise from the mentor teacher during PLP made me believe in my abilities...”*** SE/SP/IF/AZ

b. Peer Encouragement

Support from classmates emerged as an important source of social persuasion in language learning. This kind of peer

review approach allows participants to receive valuable feedback in a supportive environment. This dynamic of peer support suggests that a positive learning community can greatly influence the development of language skills and increase participants' confidence in the learning process. The participants felt significant benefits from interacting with their peers in various forms. AA received moral support before her presentation, which helped reduce her anxiety and boost her confidence when it came to public speaking. AR received ongoing encouragement in speaking practice from her peers, creating consistent motivation to keep practicing. AN benefited from constructive criticism regarding pronunciation, as she expressed;

“...I received constructive criticism from friends about pronunciation, which helped me improve...” SE/SP/PE/AN

c. Recognition of Specific Skills

Positive feedback targeted at specific aspects of speaking skills was a strong motivating factor for the participants. Recognition of these specific skills not only validates the effort made by participants, but also provides a clear roadmap for further improvement, creating a positive loop between targeted feedback, increased motivation, and progress in language acquisition. SH received specific feedback on areas for improvement, providing a clear direction for her skill development. AM and UL were recognized for the clarity of their pronunciation, which reinforced their confidence in their phonological abilities. Meanwhile, recognition of speaking courage, as experienced by IF, had a significant effect on her motivation. As she expressed;

“...I received positive feedback on my pronunciation and speaking courage, which motivated me...” SE/SP/RSS/IF

4. Physiological/Emotional States

This strategy reveals the range of physical and emotional responses that influence confidence in speaking. The physiological conditions and emotional states of the participants were shown to have a direct impact on their performance and confidence while communicating. These internal reactions, whether in the form of anxiety, physical tension, or feelings of well-being, were significant determinants in shaping their speaking experiences.

a. Physical Manifestations

The participants experienced various physical reactions during the speaking activity that affected their performance and confidence. These physical manifestations were not just symptoms of

speaking anxiety, but also factors that influenced their perception of their speaking ability, creating a feedback loop between physical responses and confidence. Some participants, such as AA, WA, and UL experienced an excessive sweating response, a form of physical manifestation of the anxiety they felt. Voice changes were also a challenge for some participants, especially SH and UL, whose vocal quality changed such as quivering or shrinking when feeling tense. Meanwhile, AN and SH faced problems with trembling hands when faced with public speaking situations. As expressed by SH;

“...I experience shaking hands and a trembling voice when speaking, which affects my confidence...”

SE/PES/PM/SH

b. Cognitive Disruption

Speaking anxiety created significant mental challenges for the participants. This cognitive disruption not only affects speaking fluency but also reinforces feelings of inadequacy, creating a negative loop that can further deteriorate speaking performance and lower participants' confidence. This inability to maintain focus inhibited the cognitive processes necessary for effective communication. WA faced confusion while speaking, where the flow of thought became disrupted due to pressure and anxiety. IN had problems accessing learned vocabulary, a phenomenon often referred to as the 'tip of the tongue' where words that are already known become difficult to access when needed. Meanwhile, AZ had difficulty concentrating during speaking activities, as she expressed;

“...Experiencing body tension and difficulty focusing while translating makes my speaking more challenging...”

SE/PES/CD/AZ

c. Nervous Habits

Some participants noted specific nervous behaviors that emerged when they spoke in stressful situations. These nervous habits become external manifestations of the internal anxiety experienced, creating additional barriers to effective communication and often reinforcing existing feelings of insecurity, thus becoming a negative cycle that needs to be addressed in the development of speaking skills. AM has a habit of biting her fingers when feeling anxious, a form of self-soothing behavior that can interfere with concentration and speaking fluency. AM and IS experienced stuttering or stammering when faced with situations

that made them anxious. Meanwhile, HN had problems with restless eye movements when she was nervous. This behavior not only disrupts HN own concentration but also has the potential to distract the listener from the content of her speech. As she expressed;

“...I experience hand twitching and eye twitching when nervous, which distracts me from speaking...” SE/PES/NH/HN

B. DISCUSSION

In this section, the researcher further explains the results of this study. The researcher discusses the coping strategies used by students with high self-efficacy in speaking English, the causal factors that influence English-speaking anxiety in students, and what strategies can be used to minimize anxiety in their English performance. This study consists of research participants, which are 12 seventh-semester students majoring in English education at Walisongo State Islamic University Semarang who show high confidence in their English-speaking ability. The purpose of this study is to find out the strategies used in overcoming their English-speaking anxiety in and out of class and the factors that motivate them to be confident in speaking English. To find out what strategies and factors influence students' speaking, the researcher used observation and students' perceptions by using in-depth interviews. The

interviews were conducted using semi-structured interviews so that the research is more in-depth.

This study investigated the coping strategies used by English language education students at UIN Walisongo Semarang with high self-efficacy to overcome English language anxiety, revealing a range of approaches aligned with the (Kondo & Ying-Ling, 2004) coping strategy framework and (Bandura, 1997) sources of self-efficacy. These strategies include preparation, relaxation, positive thinking, and peer seeking, which reflect the complex nature of developing self-efficacy through mastery experience, vicarious experience, social persuasion, and management of physiological/emotional states.

The participants showed a strong reliance on preparation strategies, including self-practice methods such as mirror practice, voice recording, and self-assessment. The use of technology such as google voice and online conversation platforms

further enhanced their preparation. These actions can be directly linked to (Bandura, 1997) concept of mastery experience. By carefully preparing and practicing, students create opportunities to speak English in public with fluency, which in turn increases their self-efficacy. The person-centered (Freire et al., 2020) approach is likely to identify different profiles of students based on their coping strategies and levels of self-efficacy. While the current study focused on students with high self-efficacy, (Freire et al., 2020) may reveal how different levels of preparedness relate to different self-efficacy beliefs among a broader population of students. For example, (Freire et al., 2020) might identify a group of students who are under-prepared, leading to low self-efficacy and increased anxiety, or a group who are over-prepared, showing a lack of confidence in their abilities despite their efforts. The proactive preparation of uin walisongo students aligns with the proactive profile identified by (Freire et al.,

2020) where strategic efforts contribute to a positive self-efficacy cycle.

The use of breathing techniques to manage physical symptoms caused by anxiety observes the importance of regulating physiological and emotional states. Students can maintain their focus and improve their speaking performance, by controlling their physical responses to anxiety. (Freire et al., 2020) may have explored the relationship between emotional regulation and coping strategies in more detail. Their research may have identified students who struggle in managing their physiological responses to stress, leading to maladaptive coping mechanisms. In contrast, UIN Walisongo students showed a proactive approach to managing anxiety through relaxation techniques, indicating a higher level of emotional intelligence or self-awareness. The (Freire et al., 2020) study may provide insight into the specific types of emotion regulation strategies that are most effective for different student

profiles with self-efficacy beliefs. The proactive relaxation techniques used by UIN Walisongo students may characterize the resilient student profile identified by (Freire et al., 2020).

Positive self-talk and social support from peers and lecturers can have a significant impact on students' confidence and motivation. Observing successful peers can also provide indirect experiences that increase self-efficacy. (Freire et al., 2020) research may consider the interaction between the four coping strategies (preparation, relaxation, positive thinking, and peer seeking) and the four sources of self-efficacy (mastery experience, vicarious experience, social persuasion, and physiological/emotional state). They can identify profiles where students rely heavily on one coping strategy while neglecting others, potentially leading to imbalances in their self-efficacy beliefs. For example students who depend only on peer search without engaging in adequate preparation may experience a temporary

boost in confidence but lack a solid foundation of mastery experience. By comparing UIN Walisongo students' holistic approaches to coping with the diverse profiles identified by (Freire et al., 2020), we can gain a more nuanced understanding of how different combinations of coping strategies and sources of self-efficacy contribute to academic success and well-being.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, researchers provide conclusions and suggestions based on the discussion that has that have been described in the previous chapter.

A. CONCLUSION

The findings reveal that students with high levels of self-efficacy tend to experience lower levels of anxiety during English speaking performance. Quantitative data showed that 75% of respondents fell into the "Very High" category for self-efficacy, indicating strong confidence and consistent use of coping strategies such as preparation, relaxation, positive thinking, and peer interaction. This aligns with Bandura's (1997) theory, emphasizing that students who believe in their speaking abilities are more capable of managing anxiety and performing effectively. Qualitative insights further support this, as students with high self-efficacy demonstrated better emotional regulation and actively used techniques to reduce nervousness, such as breathing exercises, affirmations, and positive self-talk.

Students expressed their self-efficacy through reflective experiences categorized by Bandura's four sources: mastery experiences, vicarious experiences, social persuasion, and physiological states. Most students shared stories of past speaking successes (mastery), drew inspiration from peers or mentors (vicarious), received encouragement from teachers and friends (social persuasion), and acknowledged physical symptoms of anxiety that they learned to manage. These voices illustrate that self-efficacy is not only built through achievement but also through observation, support, and self-awareness. Moreover, their confidence is closely tied to the application of personalized coping strategies, showing that self-efficacy empowers them to speak despite challenges and fosters resilience in English-speaking contexts.

B. SUGGESTION

Based on the findings and limitations of this study, several important things are suggested. For English Education students, it is recommended to optimize

preparation strategies by combining practice in front of a mirror for non-verbal communication, voice recording for pronunciation improvement, and self-evaluation to identify areas that need improvement. Mastery of the material can be improved through pre-reading techniques and vocabulary enrichment, while technology such as Google Voice and online conversation platforms can be utilized for practice. Relaxation techniques such as deep breathing are also important to reduce anxiety.

For English teachers, it is important to provide direct instruction on strategies to overcome speaking anxiety, develop mastery-oriented activities that are challenging yet achievable, generate a supportive learning environment, and encourage the use of integrated strategies. Teachers also need to understand that students may benefit from different strategies depending on their level of anxiety and self-efficacy.

For future research, it is recommended to deepen the analysis of anxiety coping strategies by activating positive thinking and peer support, conduct experimental studies to evaluate the effectiveness of

interventions, enlarge the sample size, conduct longitudinal studies, explore personality and cultural factors, conduct comparative studies, include objective measures, consider other mediating variables, and examine qualitative data in depth for a better understanding of students' anxiety coping strategies and self-efficacy beliefs.

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APPENDIX 1

**PARTICIPANTS' LISTENING AND SPEAKING
SCORES**

No.	Name	IC	EL	PL	AL	TL
1.	HN.	4.00	3.90	3.90	4.00	4.00
2.	WA	4.00	4.00	3.80	3.90	4.00
3.	IN	4.00	4.00	3.90	4.00	4.00
4.	IF	4.00	3.50	3.90	4.00	4.00
5.	AA	4.00	3.90	3.90	4.00	4.00
6.	AZ	4.00	4.00	3.90	4.00	3.90
7.	AM	4.00	4.00	4.00	4.00	4.00
8.	SH	3.40	3.90	3.90	4.00	4.00
9.	AR	3.60	3.80	3.90	4.00	4.00
10.	IS	3.30	3.90	3.90	4.00	4.00
11.	UL	4.00	4.00	3.90	4.00	4.00
12.	AN	4.00	3.80	3.70	4.00	4.00

Description :

IC : Intensive course listening and speaking

EL : Extensive listening and speaking

PL : Professional listening and speaking

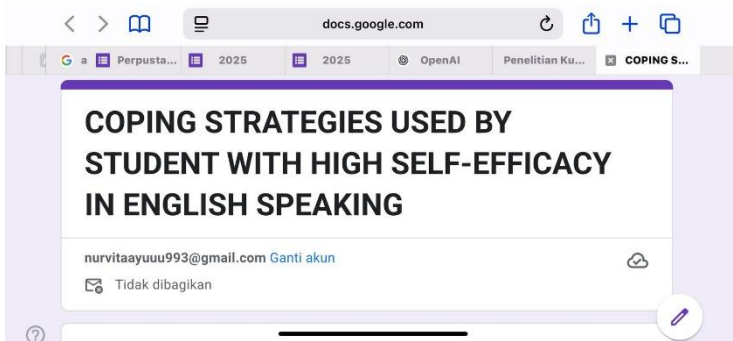
AL : Academic listening and speaking

TL : Teaching listening and speaking

APPENDIX 2

QUESTIONNAIRE

https://docs.google.com/forms/d/e/1FAIpQLSdkaTdf7UhK_X5AkjN1Yriz6G9GVr8RvwQLM--0oNsqq-SNdw/viewform?usp=header



APPENDIX 3

THE RESULT QUESTIONNAIRE BY STUDENTS

The result of the students' questionnaire answer

	SD	D	N	A	SA
1. I have successfully spoken English in front of the class	0	0	0	3	9
2. Previous successful experiences have made me more confident speaking English	0	0	0	2	10
3. I feel that my speaking skills have improved over time	0	0	0	3	9
4. Seeing my friends succeed in speaking English encourages me to try too	0	0	0	3	9
5. I feel confident after watching other people successfully speak English	0	0	1	4	7
6. I often get encouragement from my teacher to dare to speak in English	0	0	0	5	7
7. My friends often encourage me when I speak in English					

- | | | | | | |
|--|---|---|---|---|----|
| | 0 | 0 | 1 | 4 | 7 |
| 8. I stay calm when I have to speak in English in public | | | | | |
| | 0 | 0 | 2 | 6 | 4 |
| 9. I feel anxious when speaking in English | | | | | |
| | 0 | 0 | 6 | 4 | 2 |
| 10. I feel comfortable when speaking English in various situations | | | | | |
| | 0 | 0 | 1 | 4 | 7 |
| 11. I practice before speaking in English | | | | | |
| | 0 | 0 | 1 | 1 | 10 |
| 12. I make notes or outline before speaking English | | | | | |
| | 0 | 0 | 2 | 5 | 5 |
| 13. I take a deep breath or calm myself before speaking | | | | | |
| | 0 | 0 | 1 | 2 | 9 |
| 14. I try to reduce physical tension or stress before speaking | | | | | |
| | 0 | 0 | 2 | 2 | 8 |
| 15. I convince myself that I can speak English well | | | | | |
| | 0 | 0 | 0 | 1 | 11 |
| 16. I motivate myself by thinking positively before speaking | | | | | |
| | 0 | 0 | 1 | 1 | 10 |
| 17. I ask my friends for help or support when facing difficulties speaking English | | | | | |
| | 0 | 0 | 1 | 3 | 8 |

18. I feel more comfortable speaking English if I have
friends to support me.

0 0 0 1 11

APPENDIX 4

QUESTION OF INTERVIEW

1. Sudah berapa lama Anda belajar bahasa Inggris?
2. Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
3. Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
4. Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
5. Apa yang membantu Anda berhasil dalam situasi tersebut?
6. Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
7. Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
8. Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
9. Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
10. Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?

11. Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
12. Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
13. Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
14. Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
15. Bagaimana Anda mengelola reaksi fisik/emosional ini?
16. Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
17. Teknik khusus apa yang Anda gunakan untuk berlatih?
18. Seberapa efektifkah strategi persiapan ini?
19. Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
20. Teknik relaksasi apa yang paling cocok untuk Anda?
21. Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
22. Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
23. Bagaimana Anda mempertahankan pola pikir positif?

24. Strategi pembicaraan diri positif apa yang Anda gunakan?
25. Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
26. Dukungan seperti apa yang Anda cari dari teman sebaya?
27. Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?

APPENDIX 5

TRANSCRIPT OF INTERVIEW

Partisipan 1

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
HN (Partisipan 1)	<i>Saya belajar bahasa inggris kurang lebih 15 tahun dari sd sampai kuliah</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
HN (Partisipan 1)	<i>Intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
HN (Partisipan 1)	<i>Waktu saya bertemu dengan orang yang lebih fasih berbicara bahasa inggris</i>

Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
HN (Partisipan 1)	<i>Rasanya excited dan bangga dengan diri sendiri</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
HN (Partisipan 1)	<i>Dari lingkungan, situasi yang mendukung, dan teman yang supportif</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
HN (Partisipan 1)	<i>Pengalaman tersebut membuat saya lebih berani dan ingin lebih banyak berbicara bahasa Inggris</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
HN (Partisipan 1)	<i>Satu orang yang saya tau, namanya Mahfudz</i>

Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
HN (Partisipan 1)	<i>Percaya dirinya, how to pronounce in english, terus gimana caranya dia bisa percaya diri</i>
Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
HN (Partisipan 1)	<i>Waktu dia latihan mengajar dan presentasi di kelas</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
HN (Partisipan 1)	<i>Mungkin disuruh lebih mengembangkan lagi skill bahasa inggris saya</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
HN (Partisipan 1)	<i>Biasanya dengan mereka memuji saya jadi lebih terdorong</i>

Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
HN (Partisipan 1)	<i>Sangat berpengaruh, jadi lebih percaya diri</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
HN (Partisipan 1)	<i>Tangan saya biasanya lebih banyak gerak</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
HN (Partisipan 1)	<i>Biasanya mata, mata saya lihat kesana kesini itu biasanya lagi cemas</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
HN (Partisipan 1)	<i>Dengan fokus sama satu hal</i>

Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
HN (Partisipan 1)	<i>Biasanya saya tarik nafas dalam-dalam dan mencoba untuk rileks</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
HN (Partisipan 1)	<i>Saya latihan ngobrol dulu dirumah</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
HN (Partisipan 1)	<i>Lumayan efektif, soalnya saya jadi lebih berani</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
HN (Partisipan 1)	<i>Saya cuma mikir kosakata yang di kepala saya jadi langsung spontan</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?

HN (Partisipan 1)	<i>Lebih ke meditasi, kek diam mikir dulu</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
HN (Partisipan 1)	<i>Biasanya sering terbata-bata</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
HN (Partisipan 1)	<i>Saya selalu mensugesti diri saya sedniri kalau saya pasti bisa</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
HN (Partisipan 1)	<i>Dengan selalu berfikir positif</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
HN (Partisipan 1)	<i>Dengan selalu bersugesti bahwa saya pasti bisa</i>

Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
HN (Partisipan 1)	<i>Biasanya dengan berbicara bahasa Inggris sepatah atau dua patah kata, jadi di mix</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
HN (Partisipan 1)	<i>Dengan mereka menanggapi omongan saya gitu udah seneng</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
HN (Partisipan 1)	<i>Biasanya karena mereka positif vibes, jadi kalau mereka bisa saya jadi terpengaruh bisa</i>

Partisipan 2

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?

WA (Partisipan 2)	<i>Hampir 10 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
WA (Partisipan 2)	<i>Intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
WA (Partisipan 2)	<i>Saat didepan umum atau disuatu forum yang mengharuskan untuk berbiacara full inggris</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
WA (Partisipan 2)	<i>Saat presentasi di kelas dengan baik dan ketika praktik mengajar di lapangan persekolahan saya merasa berhasil ketik orang lain paham dengan apa yang saya sampaikan</i>

Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
WA (Partisipan 2)	<i>Sebelumnya saya mempersiapkan nya dengan matang</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
WA (Partisipan 2)	<i>Saya merasa sedikit berhasil, meskipun adasatu dua kata yang kurang benar</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
WA (Partisipan 2)	<i>Teman kelas saya yaitu, Zilda, Mahfudz, dan Aisyah</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
WA (Partisipan 2)	<i>Intonasi nya mereka jelas dan ga belibet</i>

Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
WA (Partisipan 2)	<i>Setiap mereka berbicara bahasa inggris di kelas itu sangat lancar dan spontan</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
WA (Partisipan 2)	<i>Saat presentasi suara saya kurang jelas</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
WA (Partisipan 2)	<i>Kadang saat percakapan di mix inggris-indo satu dua kata, trus juga kadang saya tanya mengenai pelafalan</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?

WA (Partisipan 2)	<i>Karena respon mereka baik dan tidak menjudge</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
WA (Partisipan 2)	<i>Gugup, sakit perut, keringetan dan deg-degan</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
WA (Partisipan 2)	<i>Keringetan dan sedikit gugup</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
WA (Partisipan 2)	<i>Dengan tarik nafas dalam-dalam</i>
Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?

WA (Partisipan 2)	<i>Latihan pelafalan, intonasi dan menyiapkan jawaban</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
WA (Partisipan 2)	<i>Mendengarkan podcast dan music inggris, lalu saya tirukan</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
WA (Partisipan 2)	<i>Cukup efektif karena saya merasa berhasil ketika saya mempersiapkannya terlebih dahulu</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
WA (Partisipan 2)	<i>Tarik nafas dalam, ngasih jeda untuk bernafas pada saat berbicara</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
WA (Partisipan 2)	<i>Pernafasan dan menenangkan diri</i>

Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
WA (Partisipan 2)	<i>Mengontrol emosional, dengan tetap fokus pada apa yang ingin disampaikan</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
WA (Partisipan 2)	<i>Memberikan afirmasi positif ke diri sendiri “besok pasti bisa”</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
WA (Partisipan 2)	<i>Menontrol emosional tadi, dan menghilangkan pikiran negatif</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
WA (Partisipan 2)	<i>Mempunyai motivasi sendiri, selalu mikir bahwa saya pasti bisa</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?

WA (Partisipan 2)	<i>Kadang ketika berbicaramenyelipkan satu dua kata bahasa inggris</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
WA (Partisipan 2)	<i>Cukup dengan tidak mneyudutkan, kalau di rasa saya salah di tegur dengan baik</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
WA (Partisipan 2)	<i>Saat kerja kelompok atau presentasi misal penyampaian nya kurang tepat, yang lain bisa ngasih masukan gitu</i>

Partisipan 3

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
IN (Partisipan 3)	<i>Kurang lebih 16 tahun</i>

Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
IN (Partisipan 3)	<i>Intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
IN (Partisipan 3)	<i>Ketika saya lupa kosakata bahasa inggris apalagi saat presentasi di kelas</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
IN (Partisipan 3)	<i>Saya merasa keren dan bangga kepada diri sendiri</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
IN (Partisipan 3)	<i>Dari motivasi dan juga sering praktik</i>

Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
IN (Partisipan 3)	<i>Saya jadikan pelajaran, saya evaluasi untuk meningkatkan level berbahasa inggris saya</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
IN (Partisipan 3)	<i>Diantara teman-teman, ada Mahfudz dan Hanun</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
IN (Partisipan 3)	<i>Ketika berbicara, mereka cenderung spontan dan sangat elegan sehingga dapat memotivasi saya</i>
Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?

IN (Partisipan 3)	<i>Ketika mereka presentasi, saya mengamati dari segi pronunciation dan grammar nya</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
IN (Partisipan 3)	<i>Terkadang pronunciation salah jadi di koreksi</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
IN (Partisipan 3)	<i>Terutama dari hubungan environment nya yang mendukung saya dan teman saya mengomentari itu sangat luar biasa sehingga saya termotivasi untuk meningkatkan lagi</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
IN (Partisipan 3)	<i>Ketika saya berbicara bahasa inggris kemudian ada teman saya yang mengatakan luar biasa membuat saya uplifting</i>

Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
IN (Partisipan 3)	<i>Terkadang netral, terkadang tangan saya bergerak</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
IN (Partisipan 3)	<i>Yang membuat saya cemas itu kadang belibet</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
IN (Partisipan 3)	<i>Saya alihkan dengan lebih percaya diri saat berbicara</i>
Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
IN (Partisipan 3)	<i>Hal yang paling penting adalah mempelajari materi dan berlatih membaca</i>

Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
IN (Partisipan 3)	<i>Simple saja, latihan didepa kaca dan lebih banyak membaca dibanding menulis</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
IN (Partisipan 3)	<i>Sangat efektif, karena ketika kita banyak membaca kita akan terbiasa dari pronunciation</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
IN (Partisipan 3)	<i>Terutama yang sering saya lakukan itu tarik nafas agar tidak gugup</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
IN (Partisipan 3)	<i>Tekniknya dengan tarik nafas dalam-dalam</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?

IN (Partisipan 3)	<i>Mengatasinya dengan mengalihkan topik seakan-akan tidak terjadi suatu hal</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
IN (Partisipan 3)	<i>Saya akan katakan saya bisa “I believe, I trust, I can do it”</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
IN (Partisipan 3)	<i>Mempertahkannya tetap menyebut nama Allah dan Bismillah dan tetap berfikir positif</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
IN (Partisipan 3)	<i>Dengan mengucapkan afirmasi positif kepada diri sendiri</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
IN	<i>Terutama saya sering berbicara secara excited agar lawan bicara saya</i>

(Partisipan 3)	<i>lebih excited sehingga lebih nyambung</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
IN (Partisipan 3)	<i>Terutama lebih ke support, mendukung apa yang saya lakukan dan suka memberi masukan positif</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
IN (Partisipan 3)	<i>Sangat, karena kita ketahui sendiri setiap orang memiliki kepribadian dan persepsi kemampuan yang berbeda sehingga itu sangat challenging untuk beradaptasi tetapi disatu sisi dapat meningkatkan kemampuan leadership, sehingga bisa memicu dari kepercayaan diri</i>

Partisipan 4

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?

IF (Partisipan 4)	<i>Kurang lebih 15 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
IF (Partisipan 4)	<i>Intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
IF (Partisipan 4)	<i>Ketika presentasi di kelas, diskusi kelompok, dan berbicara dengan penutur asli</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
IF (Partisipan 4)	<i>Ketika saya mempersiapkan dengan matang dan dapat berinteraksi menggunakan bahasa inggris dengan lancar</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?

IF (Partisipan 4)	<i>Rasa percaya diri, penguasaan dan gesture yang tepat</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
IF (Partisipan 4)	<i>Jika situasi tersebut dapat memberikan dampak positif, saya merasa lebih percaya diri dan keberhasilan juga memotivasi saya untuk terus belajar</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
IF (Partisipan 4)	<i>Irfan, dia memiliki penguasaan bahasa inggris yang baik</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
IF (Partisipan 4)	<i>Konsistensi dala berlatih, fokus pada pengucapan, dan tidak takut membuat kesalahan</i>

Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
IF (Partisipan 4)	<i>Melihat mereka berhasil maka kita tentu bisa melakukannya dan bisa menjadikan motivasi yang besar</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
IF (Partisipan 4)	<i>Mungkin terkait pronunciation saya</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
IF (Partisipan 4)	<i>Berlatih bersama, memberikan semangat, dan membantu menjelaskan materi yang tidak saya pahami</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?

IF (Partisipan 4)	<i>Ketika saya di apresiasi dan di dukung, saya akan lebih percaya diri</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
IF (Partisipan 4)	<i>Biasanya saya alihkan dengan gesture</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
IF (Partisipan 4)	<i>Biasanya jantung saya berdebar, gemetar dan tangan berkeringat gitu</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
IF (Partisipan 4)	<i>Latihan pernafasan, membayangkan diri saya lancar sehingga meningkatkan kepercayaan diri dan persiapan yang matang</i>
Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?

IF (Partisipan 4)	<i>Memahami materi, membuat catatan ringkas, kemudian latihan berbicara dan memperkaya kosakata</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
IF (Partisipan 4)	<i>Mempersiapkan dengan matang</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
IF (Partisipan 4)	<i>Sangat efektif</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
IF (Partisipan 4)	<i>Saya membayangkan diri saya mampu dan bisa maka dengan begitu saya tidak merasa gugup dan nervous tadi</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
IF (Partisipan 4)	<i>Pernafasan, karena membantu saya merasa lega</i>

Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
IF (Partisipan 4)	<i>Dengan saya mengalihkan diri saya untuk fokus pada tujuan saya berbicara</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
IF (Partisipan 4)	<i>Saya berbicara kepada diri sendiri bahwa saya siap menghadapinya dan mempersiapkan diri dengan baik</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
IF (Partisipan 4)	<i>Dengan mengubah pikiran negatif menjadi positif, saya sering merayakan pencapaian kecil kemudian mencari dukungan dari teman maupun orang tua</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
IF (Partisipan 4)	<i>Saya akan belajar dari suatu pengalaman menjadi lebih baik lagi kedepannya</i>

Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
IF (Partisipan 4)	<i>Membuat kelompok belajar bersama-sama dan mempelajari materi yang sulit</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
IF (Partisipan 4)	<i>Mebutuhkan dorongan, meminta masukan mengenai pengucapan saya</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
IF (Partisipan 4)	<i>Saya merasa percaya diri ketika saya diterima dan didukung oleh teman</i>

Partisipan 5

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?

AA (Partisipan 5)	<i>Untuk fokusnya kurang lebih 3 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
AA (Partisipan 5)	<i>Di tingkat intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
AA (Partisipan 5)	<i>Ketika saya harus berbicara di suatu forum yang formal seperti presentasi</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
AA (Partisipan 5)	<i>Mungkin ketika saya presentasi kemudian mendapat feedback yang baik dari dosen dan teman-teman</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?

AA (Partisipan 5)	<i>Tentu persiapan dan latihan sebelum presentasi</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
AA (Partisipan 5)	<i>Dapat meningkatkan kepercayaan diri secara signifikan, merasa lebih yakin untuk berbicara didepan orang lain</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
AA (Partisipan 5)	<i>Ada salah satu teman kelas yang percaya diri dala berbicara bahasa inggris</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
AA (Partisipan 5)	<i>Persiapan dan latihan yang konsisten, cara dia mengatur intonasi dan ekspresi wajah memberikan dampak positif bagi audience</i>

Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
AA (Partisipan 5)	<i>Kan kita belajar bareng, dia bisa dan saya juga harus bisa gitu</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
AA (Partisipan 5)	<i>Dipuji pronounciationnya, tapi juga sering ngasih masukan</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
AA (Partisipan 5)	<i>Biasanya nyemangatin dari belakang dan saya bisa minta saran sama mereka</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
AA (Partisipan 5)	<i>Jadi lebih termotivasi untuk belajar dan lebih sering berbicara menggunakan bahasa inggris</i>

Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
AA (Partisipan 5)	<i>Nervous dan kadang suka keringet dingin</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
AA (Partisipan 5)	<i>Tremor tapi jarang, dan kadang gagap</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
AA (Partisipan 5)	<i>Dengan memikirkan hal positif dan memberikan afirmasi untuk diri sendiri “ayo kamu bisa” gitu</i>
Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
AA (Partisipan 5)	<i>Dengan mempelajari materi, terus saya merecord lalu saya dengarkan pronunciation mana yang masih salah</i>

Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
AA (Partisipan 5)	<i>Saya sering record</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
AA (Partisipan 5)	<i>Cukup efektif</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
AA (Partisipan 5)	<i>Karena saya disini masih belajar jadi kalau ada kesalahan itu wajar</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
AA (Partisipan 5)	<i>Tarik nafas agar tetap tenang dan afirmasi positif untuk diri sendiri</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
AA	<i>Berusaha tenang agar lebih fokus</i>

(Partisipan 5)	
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
AA (Partisipan 5)	<i>Saya selalu berkata bahwa namanya belajar pasti juga ada kesalahan dan saya yang sekarang jauh lebih baik daripada saya yang dulu jadi agar lebih percaya diri</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
AA (Partisipan 5)	<i>Mungkin dengan berfikir bahwa saya masih dalam proses belajar terus dukungan dari teman juga saya jadikan pola pikir positif</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
AA (Partisipan 5)	<i>“kamu sudah belajar sejauh ini masak kau tidak percaya dengan kemampuanmu sendiri” biasanya gitu</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?

AA (Partisipan 5)	<i>Mungkin dengan ngobrol, biasanya saya sering ngajak teman untuk sehari-hari berbicara bahasa Inggris</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
AA (Partisipan 5)	<i>Teman yang mau diajak belajar bareng, dan tidak sungkan memberikan saya masukan gitu</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
AA (Partisipan 5)	<i>Saya merasa lebih percaya diri dan berfikir mereka semua sama seperti saya masih di tahap belajar dan saling support aja</i>

Partisipan 6

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
AZ	<i>Kurang lebih 8 tahun</i>

(Partisipan 6)	
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
AZ (Partisipan 6)	<i>Saya menggambarkan di tingkat intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
AZ (Partisipan 6)	<i>Tentunya dihadapan orang yang sudah fluency atau kemampuannya ada diatas saya</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
AZ (Partisipan 6)	<i>Pada saat di Pare dituntut untuk berbicara bahasa inggris 24 jam, dan saat PLP harus mengajar menggunakan full Inggris</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?

AZ (Partisipan 6)	<i>Tentunya sebelumnya saya harus belajar dulu apa yang akan diajarkan dan pronounciationnya juga</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
AZ (Partisipan 6)	<i>Karena saya sudah melewati waktu-waktu tersebut jadi saya lebih percaya diri</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
AZ (Partisipan 6)	<i>Kembali lagi pada saat di Pare ada salah satu teman yang sangat fasih dan fluent dalam berbicara bahasa inggris</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
AZ (Partisipan 6)	<i>Mengamati strategi berbicaranya kemudian banyak menghafal kosakata dan ketika berbicara dengan seseorang tidak perlu men-tanslate</i>

	<i>satu-satu diotak tapi langsung spontan gitu</i>
Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
AZ (Partisipan 6)	<i>Saya memperhatikan mimik wajahnya, gerak tubuh dan kepercayaan diri dia yang spontan berbicara bahasa inggris</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
AZ (Partisipan 6)	<i>Cukup baik apalagi pada saat PLP, ketika guru pamong memberikan feedback yang baik untuk speaking saya</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
AZ (Partisipan 6)	<i>Dengan belajar conversation bareng</i>

Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
AZ (Partisipan 6)	<i>Tentunya umpan balik yang positif akan membuat saya lebih percaya diri</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
AZ (Partisipan 6)	<i>Reaksi tubuh saya tegang karena merupakan bahasa kedua saya jadi saya harus men-translate kalimat yang bicarakan</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
AZ (Partisipan 6)	<i>Mungkin pandangan mata saya mengarah kemana-mana</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
AZ (Partisipan 6)	<i>Saya akan berusaha menatap lawan bicara dan make sure kepada orang</i>

	<i>tersebut bahwa dia paham apa yang saya bicarakan</i>
Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
AZ (Partisipan 6)	<i>Biasanya sebelum presentasi saya belajar dulu materi yang akan saya sampaikan, dan mengecek bagaimana pronunciation saya</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
AZ (Partisipan 6)	<i>Biasanya saya berbicara sendiri</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
AZ (Partisipan 6)	<i>Cukup efektif karena ketika prsentasi saya merasa itu lancar dengan menggunakan strategi tersebut sebelumnya</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?

AZ (Partisipan 6)	<i>Ketika saya merasa gugup, biasanya saya melantangkan suara saya itu membuat saya menjadi lebih tenang ketika berbicara</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
AZ (Partisipan 6)	<i>Tarik nafas</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
AZ (Partisipan 6)	<i>Untuk mengangani tentunya saya akan menarik nafas setelah itu melanjutkannya</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
AZ (Partisipan 6)	<i>Saya akan memberi semangat pada diri sendiri “kamu pasti bisa melewati ini semua” seperti itu</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?

AZ (Partisipan 6)	<i>Dengan tidak memikirkan hal negatif dan terus memikirkan hal positif</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
AZ (Partisipan 6)	<i>Tentunya saya akan memberi afirmasi positif ke diri saya dengan mengatakan "kamu sudah belajar bahasa Inggris cukup lama jadi ini bukan hal yang sulit untuk kamu"</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
AZ (Partisipan 6)	<i>Dengan cara conversation dengan teman sekelas atau meminta opini dan saran menggunakan bahasa Inggris</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
AZ (Partisipan 6)	<i>Tentunya orang yang sama-sama mau diajak berkembang dan mau belajar bareng</i>

Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
AZ (Partisipan 6)	<i>Untuk meningkatkan kepercayaan diri dengan orang lain saya lebih memotivasi diri saya sendiri untuk respect kepada orang tersebut agar kepercayaan diri saya itu kepada orang lain tidak pudar</i>

Partisipan 7

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
AM (Partisipan 7)	<i>Fokusnya kurang lebih 3</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
AM (Partisipan 7)	<i>Di tingkat intermediate</i>

Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
AM (Partisipan 7)	<i>Mungkin saat berbicara bareng orang yang tingkatan bahasa inggris nya udah tinggi kayak dosen atau guru gitu</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
AM (Partisipan 7)	<i>Jadi waktu presentasi atau pengalaman PLP, saya merasa berhasil ketika orang yang saya jelaskan itu paham</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
AM (Partisipan 7)	<i>Untuk faktor utamanya adalah mempersiapkan dengan matang dan praktik sebelum berbicara</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?

AM (Partisipan 7)	<i>Karena para siswa yang saya ajar dan teman-teman yang saya jelaskan itu paham dengan penjelasan saya</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
AM (Partisipan 7)	<i>Risqi fitrianingsih</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
AM (Partisipan 7)	<i>How to pronounce atau kalimat yang dia ucapkan dan how to thing atau bagaimana cara dia menjawab dan menjelaskan dalam bahasa inggris</i>
Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
AM (Partisipan 7)	<i>Lebih ke pronounce nya mereka, karena kalau saya belum tahu tentang pronounce dari sebuah kata, ketika dia berbicara otomatis saya bakal tahu dan meniru gitu</i>

Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
AM (Partisipan 7)	<i>Cukup positif, namun ada beberapa umpan balik dari dosen mengenai pronunciation saya yang kurang tepat</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
AM (Partisipan 7)	<i>Dengan mencoba mengajak saya untuk berbicara bahasa Inggris</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
AM (Partisipan 7)	<i>Karena dari kebiasaan tersebut itu dapat menambah kosakata yang saya tidak ketahui dan sewaktu waktu saya dapat menggunakannya juga.</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?

AM (Partisipan 7)	<i>Saya lebih sering menggunakan gesture tangan saya</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
AM (Partisipan 7)	<i>Biasanya secara tidak sengaja akan menggigit jari dan terbata-bata ketika berbicara</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
AM (Partisipan 7)	<i>Mencoba untuk rilex dan mencoba mencari ide dengan melihat objek sekitar</i>
Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
AM (Partisipan 7)	<i>Memahami apa saja yang akan saya bicarakan lalu mencoba praktik dengan diri sendiri</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
AM	<i>Praktik sendiri sampai merasa lancar</i>

(Partisipan 7)	
Peneliti	Seberapa efektifkah strategi persiapan ini?
AM (Partisipan 7)	<i>Saya rasa lumayan efektif</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
AM (Partisipan 7)	<i>Biasanya dengan melihat sekitar, memberikan afirmasi positif ke diri sendiri dan sesekali tersenyum ketika berbicara</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
AM (Partisipan 7)	<i>Afirmasi positif ke diri sendiri, kayak menguatkan</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
AM (Partisipan 7)	<i>Mencoba menatap satu satu ekspresi orang disekitar dan mencoba untuk tenang</i>

Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
AM (Partisipan 7)	<i>Saya akan mengatakan “saya pasti bisa, ini bukan tentang benar atau salah namun tentang keberanian saat berbicara”</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
AM (Partisipan 7)	<i>Dengan tidak memikirkan hal negatif atau komentar negatif orang lain, kuncinya percaya diri aja</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
AM (Partisipan 7)	<i>Mengganti pikiran negatif dengan afirmasi positif, saya akan berkata jika saya sudah mempersiapkan dengan baik maka saya juga mampu melakukannya</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?

AM (Partisipan 7)	<i>Dengan mencoba berbicara bahasa inggris setiap hari meskipu masih switch antara inggris dan indonesia</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
AM (Partisipan 7)	<i>Yang mau mengingatkan jika mungkin terdapat kesalahan dan mau mengajak berlatih berbiacara secara rutin</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
AM (Partisipan 7)	<i>Bekerja dengan orang lain membantu meningkatkan kepercayaan diri saya dalam situasi diskusi kelompok saya menjadi lebih nyaman menggunakan bahasa inggris</i>

Partisipan 8

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?

SH (Partisipan 8)	<i>Untuk fokusnya kurang lebih 5 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
SH (Partisipan 8)	<i>Masih ditengah-tengah atau intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
SH (Partisipan 8)	<i>Mungkin ketika dimintain pendapat menggunakan bahasa inggris biasanya gugup</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
SH (Partisipan 8)	<i>Ketika saya presentasi di kelas itu kadang saya juga merasa kalau itu saya cukup berhasil</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?

SH (Partisipan 8)	<i>Kita harus belajar materi tersebut ya jadi kita udah berlatih sebelumnya</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
SH (Partisipan 8)	<i>Karena saya tahu bahwa saya bisa dan saya mungkin bisa meningkatkan lebih baik lagi</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
SH (Partisipan 8)	<i>Beberapa teman saya yang mungkin pelafalannya itu bagus jadi saya termotivasi</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
SH (Partisipan 8)	<i>Dari bagaimana intonasi mereka ketika berbicara kemudian ekspresi wajah juga kemudian body language-nya juga</i>

Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
SH (Partisipan 8)	<i>Dia kan bisa juga karena belajar dan mungkin karena saya belajar mungkin nanti saya bisa</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
SH (Partisipan 8)	<i>Saat saya presentasi ada satu dua kata yang kurang benar itu dapat koreksi atau masukan</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
SH (Partisipan 8)	<i>Itu kita latihan berbicara bersama-sama</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
SH (Partisipan 8)	<i>Dengan adanya umpan balik tersebut saya jadi tahu letak kesalahan dimana</i>

	<i>dan bisa memperbaiki kesalahan tersebut</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
SH (Partisipan 8)	<i>Kadang suka deg deg an dan nervous gitu</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
SH (Partisipan 8)	<i>Kadang saya tremor, terus kadang kalau pas ngomong juga suaranya ikutan kayak geter gitu</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
SH (Partisipan 8)	<i>Saya mencoba untuk tenang yang pasti mungkin kalau mungkin suara saya mulai getar atau apa tremor kayak gitu ya saya mencoba untuk biasa</i>

Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
SH (Partisipan 8)	<i>Memperbanyak membaca materi yang sudah saya siapkan kemudian belajar cara pelafalannya dan cara menyampaikannya</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
SH (Partisipan 8)	<i>Saya biasanya saya baca saya tulis saya rekam</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
SH (Partisipan 8)	<i>Mungkin kurang efektif karena perlu banyak waktu</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
SH (Partisipan 8)	<i>Saya fokus sama apa yang akan saya sampaikan walaupun belibet</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?

SH (Partisipan 8)	<i>Untuk teknik pernafasan, tarik nafas dan tetap tenang</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
SH (Partisipan 8)	<i>Dengan cara berbicara perlahan-lahan, soalnya kan kalau kita cepat berbicara nanti belibet</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
SH (Partisipan 8)	<i>Saya berkata pada diri sendiri kayak "gapapa cuman sebentar kok"</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
SH (Partisipan 8)	<i>Mungkin saya membiasakan diri saja</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
SH (Partisipan 8)	<i>Mencari motivasi dari orang lain kayak bagaimana mereka itu mampu</i>

	<i>mengatasi diri mereka dan saya belajar dari cara mereka</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
SH (Partisipan 8)	<i>Kadang saya bertanya terkait bagaimana waktu saya presentasi apakah ada kekurangan atau bagaimana gitu</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
SH (Partisipan 8)	<i>Tentunya saya minta koreksi dari mereka kayak apakah ada masukan yang perlu saya perbaiki</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
SH (Partisipan 8)	<i>Saya merasa lebih percaya diri karena dengan adanya mereka bisa memvalidasi apa yang ada di pikiran saya</i>

Partisipan 9

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
AR (Partisipan 9)	<i>Kurang lebih 4 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
AR (Partisipan 9)	<i>Saya berada di tingkatan intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
AR (Partisipan 9)	<i>Pada saat urgent, ada kepentingan khusus seperti menyangkut dengan tokoh-tokoh yang besar atau tokoh yang penting</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?

AR (Partisipan 9)	<i>Saya sedikit bangga meskipun tatanan bahasa saya salah tapi masi bisa berucap</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
AR (Partisipan 9)	<i>Tidak perlu merasa grogi, belajar secara teoritik seperti mendengarkan podcast, membaca grammar dan kosakata</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
AR (Partisipan 9)	<i>Karena bagaimanapn pengalaman itu bisa menjadi tinjauan dari kekurangan kita pada bahasa inggris</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
AR (Partisipan 9)	<i>Ada seorang senior saya</i>

Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
AR (Partisipan 9)	<i>Orang nya tidak nervous dan tidak takut salah</i>
Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
AR (Partisipan 9)	<i>Karena kita sering bertemu dan sering bersama jadi sebuah kebiasaan saja</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
AR (Partisipan 9)	<i>Feedback yang saya terima dari dosen seperti disuruh untuk meningkatkan pelafalan bahasa inggris nya, banyak-banyakin membaca kosakata</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
AR (Partisipan 9)	<i>Lebih ke saya yang mengajak mereka untuk berbicara bahasa inggris dengan sehari-hari</i>

Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
AR (Partisipan 9)	<i>Feedback tersebut saya jadikan motivasi agar saya lebih percaya diri</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
AR (Partisipan 9)	<i>Mungkin dari tangan, ketika saya sedang menjelaskan kepada orang lain, secara tidak sadar tangan saya akan bergerak</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
AR (Partisipan 9)	<i>Kadang kalau grogi tangan saya menjadi dingin atau gemetar</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
AR (Partisipan 9)	<i>Saya akan mencoba memikirkan hal lain yang positif</i>

Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
AR (Partisipan 9)	<i>Kalau untuk persiapan presentasi pasti saya mempelajari materi nya terlebih dahulu</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
AR (Partisipan 9)	<i>Saya belajar dulu sampai yakin lalu saya mempraktikkannya, saya juga menggunakan website free4talk untuk mempraktikkan dengan orang luar negeri dan sebelumnya saya belajar dulu melalui you tube</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
AR (Partisipan 9)	<i>Menurut saya sangat efektif</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
AR (Partisipan 9)	<i>Bicara saja sebisa mungkin, jangan pernah berfikir kamu tidak bisa,</i>

	<i>selalu memikirkan hal baik yang membawa energi positif</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
AR (Partisipan 9)	<i>Teknik relaksasi yang biasa saya gunakan adalah meditasi</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
AR (Partisipan 9)	<i>Yang pertama yaitu membiasakan diri dan yang kedua memikirkan hal positif selain ketidakmampuan saya</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
AR (Partisipan 9)	<i>Saya akan mensugestikan pikiran saya untuk menghadap ke arah positif</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
AR (Partisipan 9)	<i>Saya meluangkan waktu untuk meditasi guna untuk membawa</i>

	<i>pikiran positif dan membuang pikiran negatif</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
AR (Partisipan 9)	<i>Seperti motivasi untuk diri sendiri agar bisa lebih baik atau ketika dalam keadaan mental illness lagi lagi mensugesti untuk mendorong kita ke pola pikir yang lebih baik</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
AR (Partisipan 9)	<i>Biasanya saya diskusi tentang sebuah materi yang kita dapat setelah kegiatan pembelajaran</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
AR (Partisipan 9)	<i>Mengajak teman saya yang skill bahasa inggris nya lebih baik dibanding saya untuk melakukan conversation ringan</i>

Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
AR (Partisipan 9)	<i>Tentu saja mempengaruhi, pola pikir akan terpengaruh dengan interaksi manusia, jika dalam kelompok ada yang lebih baik dibanding saya itu akan mendorong saya menjadi lebih baik</i>

Partisipan 10

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
IS (Partisipan 10)	<i>Lumayan lama sejak dari sekolah dasar</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?

IS (Partisipan 10)	<i>Saya rasa level proficiency bahasa Inggris saya ini sekarang ini yaitu intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
IS (Partisipan 10)	<i>Ketidakpercayaan diri dalam penggunaan grammar yang benar</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
IS (Partisipan 10)	<i>Saya merasa berhasil ketika orang yan saya ajak bicara itu mengerti apa yang saya sampaikan</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
IS (Partisipan 10)	<i>Latihan yang cukup dan juga pengalaman dalam berbicara bahasa inggris contohnya seberapa sering saya berlatih maka saya akan lebih lancar</i>

Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
IS (Partisipan 10)	<i>saya rasa jika seseorang yang saya ajak bicara itu mengerti tentang apa yang ingin saya sampaikan itu menambah kepercayaan diri saya</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
IS (Partisipan 10)	<i>Ada satu teman saya namanya Zilda</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
IS (Partisipan 10)	<i>Saya mengetahui bahwa ternyata orang yang lancar berbicara bahasa Inggris dan juga memiliki kosakata yang banyak itu mereka lebih sering berbicara bahasa Inggris secara langsung</i>

Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
IS (Partisipan 10)	<i>Saya rasa itu cukup mempengaruhi kepercayaan diri saya karena saya merasa bahwa jika seseorang itu bisa saya juga bisa dan kemudian saya akan menggunakan metode yang sama</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
IS (Partisipan 10)	<i>Terkait dengan pelafalan saya yang kurang jelas jadi saya harus melatih pelafalan saya dulu</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
IS (Partisipan 10)	<i>Jadi saya dan teman-teman saya sering menggunakan bahasa Inggris untuk kegiatan sehari-hari</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?

IS (Partisipan 10)	<i>Ketika saya sudah diberikan feedback otomatis saya tahu kesalahan saya, jadi saya lebih mudah untuk belajar atau memperbaiki kesalahan</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
IS (Partisipan 10)	<i>Saya menjadi cemas dan juga saya berbicara itu terbata-bata</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
IS (Partisipan 10)	<i>Salah satunya yaitu itu terbata-bata karena saya merasa takut salah</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
IS (Partisipan 10)	<i>Mencoba untuk berbicara pelan-pelan karena yang terpenting apa yang saya sampaikan itu dimengerti oleh lawan bicara saya</i>

Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
IS (Partisipan 10)	<i>Biasanya mencari vocabulary yang belum saya ketahui dan juga melatih pelafalan saya</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
IS (Partisipan 10)	<i>Saya biasanya berlatih menggunakan Google voice untuk melatih pelafalan saya sudah benar atau belum</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
IS (Partisipan 10)	<i>Saya rasa cukup efektif karena dengan itu saya bisa langsung mengetahui kesalahan saya</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
IS	<i>Saya mencoba untuk tetap tenang dan tidak memikirkan kesalahan apa yang</i>

(Partisipan 10)	<i>saya buat jadi saya berpikir bahwa membuat kesalahan itu normal</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
IS (Partisipan 10)	<i>Merasa yakin dan berpikir positif</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
IS (Partisipan 10)	<i>Saya mencoba untuk tetap tenang berbicara dengan lamban</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
IS (Partisipan 10)	<i>Saya pasti bisa dan membuat kesalahan itu adalah normal dan tidak ada yang sia-sia dalam belajar</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?

IS (Partisipan 10)	<i>Dengan terus berpikir bahwa berbuat kesalahan itu normal dan yakin bahwa dengan adanya kesalahan kita bisa belajar dan memiliki peningkatan dalam berbicara bahasa Inggris</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
IS (Partisipan 10)	<i>Saya mengatakan pada diri saya bahwa saya pasti bisa</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
IS (Partisipan 10)	<i>Menggunakan bahasa Inggris dalam kegiatan sehari-hari kita di kelas</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
IS (Partisipan 10)	<i>Saling memberikan feedback atau ulasan ketika salah satu dari kita itu tidak sengaja membuat kesalahan</i>

Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
IS (Partisipan 10)	<i>Karena dengan orang lain kita bisa belajar bersama jadi misal saya salah saya bisa bertanya kesalahan apa yang saya buat dan solusi bagaimana biasanya mereka menghadapi hal itu</i>

Partisipan 11

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
UL (Partisipan 11)	<i>Kurang lebih 12 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?
UL	<i>Saya merasa berada di tingkat intermediate</i>

(Partisipan 11)	
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
UL (Partisipan 11)	<i>Ketika berbicara di depan orang yang lebih mahir berbahasa Inggris</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
UL (Partisipan 11)	<i>Ketika saya presentasi dan berhasil menjelaskan ide saya dengan cukup jelas dan mendapat umpan balik positif dari teman-teman</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
UL (Partisipan 11)	<i>Latihan yang cukup dan persiapan yang matang sih</i>

Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
UL (Partisipan 11)	<i>Karena setelah berhasil saya merasa lebih yakin untuk berbicara bahasa Inggris bahkan di depan yang lebih mahir sekalipun</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
UL (Partisipan 11)	<i>Ada seorang teman kelas saya yang berbicara sangat mahir</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
UL (Partisipan 11)	<i>Saya belajar untuk berbicara dengan perlahan menggunakan intonasi yang tepat dan tidak takut berhenti sejenak untuk berpikir sebelum berbicara</i>
Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?

UL (Partisipan 11)	<i>Melihat teman saya berhasil membuat saya lebih termotivasi, Jika mereka bisa maka saya juga bisa melakukannya dengan latihan dan usaha yang cukup</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
UL (Partisipan 11)	<i>Guru saya sering mengatakan bahwa saya memiliki pelafalan yang baik tetapi perlu ditingkatkan kepercayaan diri</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
UL (Partisipan 11)	<i>Selalu mendukung, tidak menghakimi kesalahan saya dan kadang membantu memberikan saran</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?
UL	<i>Membuat saya merasa lebih termotivasi untuk belajar saya merasa lebih percaya diri karena tahu bahwa</i>

(Partisipan 11)	<i>saya tidak dihakimi dan berada dalam proses belajar</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
UL (Partisipan 11)	<i>Saya sering merasa ini sih jantungnya berdebar gitu lebih cepat terus tangannya berkeringat dan suara saya itu menjadi lebih pelan</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
UL (Partisipan 11)	<i>Secara fisik ya pasti merasa tangan gemetar dan sulit bernafas dengan tenang gitu karena ya itu gugup</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
UL (Partisipan 11)	<i>menarik nafas dalam-dalam dan memberi afirmasi diri sendiri atau ya mengingatkan diri sendiri bahwa kesalahan itu normal</i>

Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
UL (Partisipan 11)	<i>Mempersiapkan diri dengan membaca materi yang akan dibahas atau menyiapkan poin-poin penting dan berlatih di depan cermin gitu atau dengan di simak teman</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
UL (Partisipan 11)	<i>Berbicara dengan diri sendiri kadang juga berlatih dengan video di tiktok/youtube untuk memeriksa pengucapan, menirukan intonasi dan ekspresi begitu</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
UL (Partisipan 11)	<i>Strateginya ya cukup efektif karena membantu lebih percaya diri dan memperbaiki kekurangan dalam pengucapan serta apa ya pemahaman materi</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?

UL (Partisipan 11)	<i>Bernafas dalam-dalam dan fokus pada pesan yang ingin saya sampaikan gitu bukan pada rasa takut atau khawatir akan kesalahan</i>
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
UL (Partisipan 11)	<i>Teknik pernapasan dalam sangat membantu saya merasa lebih rileks</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
UL (Partisipan 11)	<i>Sama intinya kita sebelum menyampaikan sesuatu pasti kita udah Tarik nafas dalam-dalam dan fokus pada pesan yang ingin disampaikan</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
UL (Partisipan 11)	<i>Ya saya sudah mempersiapkannya dengan baik maka saya mampu melakukannya</i>

Peneliti	Bagaimana Anda mempertahankan pola pikir positif?
UL (Partisipan 11)	<i>Fokus pada pencapaian itu meskipun kecil itu bisa membantu semangat dan energi positif begitu jadi bukan pada kegagalan</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
UL (Partisipan 11)	<i>Pastinya ya saya memiliki sesuatu yang berharga nih untuk dibagikan dan saya bisa belajar dari setiap pengalaman</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
UL (Partisipan 11)	<i>Kayak misal berbagi ide atau berlatih percakapan dalam bahasa inggris dan saling memberikan umpan balik</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
UL	<i>Seperti pujian atau saran kemudian dukungan moral itu juga penting dan</i>

(Partisipan 11)	<i>kesediaan untuk berlatih bersama begitu</i>
Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
UL (Partisipan 11)	<i>Ketika saya melihat teman-teman saya berkembang maka saya merasa lebih percaya diri untuk berlatih dan belajar bersama</i>

Partisipan 12

Peran	Wawancara
Peneliti	Sudah berapa lama Anda belajar bahasa Inggris?
AN (Partisipan 12)	<i>Kurang lebih 7 tahun</i>
Peneliti	Bagaimana Anda menggambarkan tingkat kemampuan berbahasa Inggris Anda saat ini?

AN (Partisipan 12)	<i>Untuk tingkat kemampuan di intermediate</i>
Peneliti	Situasi apa yang paling membuat Anda gugup saat berbicara bahasa Inggris?
AN (Partisipan 12)	<i>Biasanya gugup ketika bicara didepan banyak orang dan didepan dosen karena mereka pasti lebih kompeten</i>
Peneliti	Dapatkah Anda menceritakan saat Anda merasa berhasil berbicara bahasa Inggris?
AN (Partisipan 12)	<i>Ketika saya berkomunikasi dengan teman dari luar negeri, saya bisa komunikasi sama mereka jadi saya merasa berhasil</i>
Peneliti	Apa yang membantu Anda berhasil dalam situasi tersebut?
AN (Partisipan 12)	<i>Yang membantu saya berhasil itu sering nonton film terus saya sering dengerin musik yang pakai bahasa</i>

	<i>Inggris dan fangirl an berinteraksi dengan fans luar</i>
Peneliti	Bagaimana pengalaman tersebut mempengaruhi kepercayaan diri Anda dalam berbicara bahasa Inggris?
AN (Partisipan 12)	<i>Pengalaman itu membuat saya bisa berkomunikasi dan juga berani ngomong didepan umum</i>
Peneliti	Siapa yang Anda jadikan panutan sebagai pembicara bahasa Inggris yang baik di antara teman-teman Anda?
AN (Partisipan 12)	<i>Dikelas saya banyak yang public speaking mereka bagus jadi termotivasi</i>
Peneliti	Apa yang Anda pelajari dari mengamati strategi berbicara mereka?
AN (Partisipan 12)	<i>Body language mereka kayak ekspresi wajah terus mereka juga memperhatikan nada bicara intonasi supaya audience itu tertarik sama mereka</i>

Peneliti	Bagaimana mengamati teman sebaya yang sukses mempengaruhi kepercayaan diri Anda?
AN (Partisipan 12)	<i>Kalau melihat mereka yang lancar ngomong di depan umum itu kadang kayak jadi termotivasi</i>
Peneliti	Umpan balik seperti apa yang Anda terima dari guru tentang kemampuan berbahasa Inggris Anda?
AN (Partisipan 12)	<i>Mungkin lebih ke pronunciation-nya karena saya merasa pronunciation saya masih kurang dan merasa ngerasa apa writing skill saya lebih bagus daripada reading skillnya</i>
Peneliti	Bagaimana teman sekelas Anda mendorong atau mendukung Anda dalam berbicara bahasa Inggris?
AN (Partisipan 12)	<i>Mereka berkata "udah bagus nggak papa ngomong aja"</i>
Peneliti	Bagaimana umpan balik ini mempengaruhi kepercayaan diri Anda?

AN (Partisipan 12)	<i>Umpan balik yang bersifat kritik saya terbuka soal itu jadi saya lebih percaya diri juga oh ya ternyata ini salah ya jadi saya dari bisa belajar</i>
Peneliti	Bagaimana tubuh Anda bereaksi ketika Anda perlu berbicara bahasa Inggris?
AN (Partisipan 12)	<i>Saya masih suka deg-degan terus tangan jadi dingin</i>
Peneliti	Tanda-tanda fisik/emosional apa yang menunjukkan bahwa Anda cemas untuk berbicara?
AN (Partisipan 12)	<i>Saya biasanya gemeteran dan suara saya juga ikut gemeteran gitu</i>
Peneliti	Bagaimana Anda mengelola reaksi fisik/emosional ini?
AN (Partisipan 12)	<i>Dengan tarik nafas dulu maksudnya saya kadang berhenti ngomong dulu buat netralin suara</i>

Peneliti	Bagaimana Anda mempersiapkan diri sebelum berbicara bahasa Inggris di kelas?
AN (Partisipan 12)	<i>Dengan membaca sebelumnya dan cek pronunciation udah benar atau belum begitu</i>
Peneliti	Teknik khusus apa yang Anda gunakan untuk berlatih?
AN (Partisipan 12)	<i>Baca terus rekam terus dengerin lagi lalu dicek pronunciationnya</i>
Peneliti	Seberapa efektifkah strategi persiapan ini?
AN (Partisipan 12)	<i>Kalau untuk saya efektif</i>
Peneliti	Apa yang Anda lakukan untuk tetap tenang saat berbicara bahasa Inggris?
AN	<i>Saya kurang tau karena saya sering ngeblank juga, jadi tetap fokus aja</i>

(Partisipan 12)	
Peneliti	Teknik relaksasi apa yang paling cocok untuk Anda?
AN (Partisipan 12)	<i>Saya atur nafas dulu biar rileks</i>
Peneliti	Bagaimana Anda mengatasi saat-saat gugup saat berbicara?
AN (Partisipan 12)	<i>Untuk mengatasi gugup biasanya berhenti ngomong terus ataur nafas dan lanjut ngomong pelan-pelan</i>
Peneliti	Apa yang Anda katakan pada diri sendiri ketika menghadapi tugas berbicara yang menantang?
AN (Partisipan 12)	<i>Meyakinkan diri kalau orang lain menganggap saya tuh biasa aja seperti saya lihat orang lain gitu</i>
Peneliti	Bagaimana Anda mempertahankan pola pikir positif?

AN (Partisipan 12)	<i>Coba fokus dengan apa yang ingin saya sampaikan dan kalau melakukan kesalahan juga tidak apa-apa</i>
Peneliti	Strategi pembicaraan diri positif apa yang Anda gunakan?
AN (Partisipan 12)	<i>Saya sering ngomong ke diri sendiri bahwa tidak apa-apa berbuat salah dan mencoba jadi jangan menyia-nyiakan kesempatan</i>
Peneliti	Bagaimana Anda berinteraksi dengan teman sekelas untuk meningkatkan kemampuan berbicara Anda?
AN (Partisipan 12)	<i>Sering ngobrol sama teman-teman menggunakan bahasa inggris</i>
Peneliti	Dukungan seperti apa yang Anda cari dari teman sebaya?
AN (Partisipan 12)	<i>Saya biasanya pengen teman ngasih feedback gitu jadi terbuka dan bisa belajar dari situ juga</i>

Peneliti	Bagaimana bekerja dengan orang lain mempengaruhi kepercayaan diri Anda?
AN (Partisipan 12)	<i>Saya jadi lebih percaya diri karena saling mendukung satu sama lain</i>

APPENDIX 6

DOCUMENTATION

Interview with participants



CURRICULUM VITAE

Personal Data

Name : Ayu Nurvita Sari

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Educational Background

1. TK Islam Al-Qashwa
2. SDN O2 Angkatan Kidul
3. MTs Abadiyah
4. MA Abadiyah
5. Bachelor Degree of English Education Department,
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Walisono State Islamic Semarang