Students' Learning Strategies in Dealing with Speaking Anxiety at Universitas Negeri Makassar

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ABSTRACT

Speaking is one of the four fundamental skills in learning English language beside writing, reading, and listening. While it is condemned important, many students still struggle in mastering speaking skill. There are many reasons on why students might have trouble in speaking and one of them is excessive anxiety. With this situation, many students recommended to use learning strategies to help them in overcoming their speaking anxiety. This study provides us with knowledge about what learning strategies that students use to overcome speaking anxiety by implementing qualitative descriptive methods. The research subjects consist of ten (10) undergraduate students from English Education Program at Universitas Negeri Makassar. The study's data collected with the help of non-participant observations and semi-structured interview sessions. After the data were collected and analyze, the researcher was able to identify fifteen (15) kinds of learning techniques that the students use to cope with their speaking anxiety. These fifteen (15) kinds of learning techniques are then categorized into three types of learning strategies, namely cognitive, meta-cognitive, and socio-affective learning strategies.
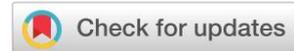
1. Introduction

One of the most important skills to acquire in English language learning is speaking skills, as compared to writing, listening, and reading. The significance of speaking is also shown by Nasiri and Gilakjani (2016) who claim that speaking is a complex process and is also an unquestionably vital element in communicative activity among people within their community. cited in Harmer, 2001) speaking can be considered a significant skill to master since it is commonly referred to as the ability of making sense of the language use. It implies the capacity to receive information, to process it, and to produce information in the target language as well as overall linguistic competence.

Despite its importance, speaking is often perceived as a difficult skill to acquire. Evidence for this is derived from Pakula's (2019) claim that speaking is a hard skill for students to acquire and for teachers to teach but it is still seen as important. The skill has also indicated getting less attention in schools and colleges for a number of reasons such as the time required in testing and learning circumstances that concentrated more on grammar (Clifford, 1987; Ritonga et al., 2020; Rahman et al., 2019; Weda et al., 2022). These situations lead to many students having difficulties in their speaking performance in class or even when they go back home and try to practice with their families. Thus, to make the students overcome these obstacles it is believed that their knowledge of language learning strategies should be increased in order to be the solution for them to become better speakers.

The Importance of learning strategies can be seen based on Davies and Pearse (2000) expression in which they stated that one of the key objectives of English language learning is to help the students in increasing their knowledge on how to implement the language appropriately and effectively. There are many previous studies that have analyze the use of learning strategies in dealing with anxiety (He, 2017; Saarahwati, 2020; Handayani, 2021; Yaumi et al., 2023; Ko et al., 2025). However, many of these studies lack the reference needed to established expert theories which in the end raise concerns about the validity and reliability of the findings. To address gap, the study will implement O'Malley and Chamot's (1990) classification of learning strategies which include cognitive, metacognitive, and socio-affective strategies. This is because the theory provides a clear and practical approach that can help students manage their speaking anxiety and achieve a better learning outcome especially in speaking class.

On the other hand, it is also important to note that almost all the previously mentioned studies were conducted in high school or junior high school. While according to several recently conducted research, speaking anxiety is also evident and causing trouble for university students in their classrooms (Said & Weda, 2018; Amin & Masthurah, 2023; Muktiningrum et al., 2024; Youngsun et al., 2024). These problem identifications then become an additional insight of knowledge and the basis for the urgency to carry out further research discussing speaking anxiety and appropriate or suitable strategies to cope with students' speaking anxiety with the help of learning strategies. The importance of this research lies in identifying practical and useful learning strategies that help students manage their speaking anxiety and improve their performance in learning. Understanding these strategies allows educators to create more safe and effective language learning circumstances. It also empowers students to take responsibility for their learning process and develop confidence in their speaking skills.

2. Methodology

In collecting the needed data, the researcher used two research instruments consisting of non-participants observation and semi-structured interviews. The researcher conducted the observation sessions within the research subjects' classroom and closely monitored how students used the learning strategies in coping with their speaking anxiety. The identified learning strategies then categorized into the three types of learning strategies expressed by O'Malley and Chamot (1990) with the help of the observation checklist that was made beforehand. The interview sessions were conducted outside of the students' classrooms to prevent disturbing their learning activities. The interview used a previously made guideline that consisted of several questions related to the study's objective. In both the observation and interview sessions, Documentation tools were also used including a laptop, smartphone, camera, and other essential equipment to support the study efficiency.

In analyzing the data, the researcher refers to the qualitative analysis method by Miles, Huberman and Saldana (2014). Four main stages are needed in this data analysis. These stages are data collection where the researcher conducts observation and interview sessions with students. Data condensation where the collected data is selected, focused, abstracted, simplified according to the needs of the research. Data presentation that acts as a center of information that provides an opportunity for conclusions to occur and provides enlightenment for researchers to act if needed. The last stage is where the researcher draws conclusions and verification.

3. Result and Discussion

3.1 Result

The findings data for this research question are evident based on the results of both observation and interview sessions. After the research conducted, it is clear there are several learning strategies that the students use to cope with their speaking anxiety in their classroom that are included in the three learning strategies theory by O'Malley and Chamot's (1990) as seen below:

a. Cognitive learning strategies

The first identified learning strategies that the students use in dealing with their speaking anxiety is cognitive learning strategies. Cognitive learning strategies are a set of learning efforts that help students process and understand information more effectively. Below are the cognitive learning strategies that the students actively used to cope with their speaking anxiety that are based on the results of all the observation and interview sessions with the research subjects.

Table 1. Students identified cognitive learning strategies

Types of learning strategies	Learning strategies used by students to cope with speaking anxiety
Cognitive learning strategies	Repetition
	Imagery
	Auditory representation

	Summarizing
	Taking notes
	Translation
	Key word method

The description of these cognitive learning strategies that the students use to cope with their speaking anxiety in their classroom can be seen below:

1) Repetition

In the process of observation sessions within the research subjects' speaking classroom, the researcher noticed that there were students who can be seen to actively use the cognitive learning strategies of repetition in their classroom activities especially when they were about to speak in front of the classroom. The students can be seen repeating sentences such as the main ideas or important words of their speech several times before their group starts the presentation. This is also expressed by the students on the interview session as seen in the extracts below.

> **Extract 1**: "Yes, (I use to repeat several time), especially if I want to (do) presentation." (Interviewed with YMP on April 17th, 2025)

> **Extract 2**: "Yes, I usually taking notes and do (repetition) practice before I try to speak." (Interviewed with JA on April 17th, 2025)

2) Imagery

Imagery was one of the most common types of cognitive learning strategies that the students use in their speaking classroom to cope with their speaking anxiety. These findings were based on the results of both the observation and interviews session with the students. This strategy was usually used by the students in their classroom activity such as when they are preparing themselves for delivering their speech.

> **Extract 1:** "Yes, I always imagine myself speaking in front of the classroom." (Interviewed with SNS on April 17th, 2025)

> **Extract 2:** "I close my eyes and imagine myself presenting smoothly. This helps me calm more." (Interviewed with AD on April 22nd, 2025)

3) Auditory representation

The researcher was able to identify several research subjects who repeatedly use the strategy of auditory representation to help them deal with their speaking anxiety and to help them to feel more prepared before delivering their speech in front of the class. Students were seen using their phones to record themselves speaking and then listening to the recordings to see which parts of their speech needed improvement and to see how quickly they were enunciating their speech. The strategy was also repeated by several of the research subjects in the interview sessions as presented below.

> **Extract 1:** "…I use the auditory techniques, like recording my voice and listen to it over and over. I usually do this when preparing for a presentation, especially in speaking class, where we have to use full English." (Interviewed with JA on April 17th, 2025)

> **Extract 2:** "I usually listening to recording of myself when I practice before speaking." (Interviewed with MA on April 22nd, 2025)

4) Summarizing

Summarizing students' presentation materials is one example of a cognitive learning strategy that has been actively used to overcome students' speaking anxiety. Several research subjects were seen writing a simple summary of their speech material before starting to deliver their speech in order to prepare themselves for possible problems while speaking

such as forgetting the material. This strategy was also expressed by research subjects in the interview session as mentioned below.

Extract 1: "I often use notes and summarizing before the speaking session." (Interviewed MFR on April 18th, 2025)

Extract 2: "I like to write a one-sentence summary of what I want to say. This makes it easier for me to explain more because I understand the main point." (Interviewed with IT on April 22nd, 2025)

5) Taking notes

The next cognitive learning strategy that students have used to deal with speaking anxiety in class is taking notes. While conducting the observation sessions in the class, the observer was able to notice that many of the research subjects indeed utilized small notes by writing down important things about their presentation or speech before they started to speak. The use of notes was also mentioned in the interview sessions as seen on the several extracts below.

Extract 1: "Yes, I feel more prepared when I take notes first as it helps me organize my mind…" (Interviewed JA on April 17th, 2025)

Extract 2: "Yes, sometimes I do take notes and try to practice it silently before I finally speak in the classroom…" (Interviewed with SNS on April 17th, 2025)

6) Translation

The translation technique was often used by research subjects in their speaking activity such as presentation based on the results of the several observation sessions. The students were seen translating several parts of their speech materials to help them understand it better. They also often used code-switching between English and Indonesia languages while they spoke with their group mates and their audience while doing presentation. This result is also expressed in the interview session as seen below.

Extract 1: "Some of my other classes allow us to mix English and Bahasa, so I often use both while speaking…" (Interviewed JA on April 17th, 2025)

Extract 2: "I sometimes use to translate important or difficult word so I can understand better." (Interviewed with MSS on April 18th, 2025)

7) Key word method

After conducting the observation and interview sessions, the researcher was aware that while preparing for their speech performance, the students were often seen to write down several key words in their notes. With key words method, the students who spoke were seen calmer and easier to navigate their pace and topic while delivering their utterances.

Extract 1: "Writing key points before speaking helps me stay more organized, so I don't pause too much." (Interviewed MSS on April 18th, 2025)

Extract 2: "I sometimes use to translate important or difficult word so I can understand better." (Interviewed with AD on April 22nd, 2025)

b. Meta-cognitive learning strategies

The second identified learning strategies students use to cope with anxiety in their learning process is meta-cognitive learning strategies. Understanding about learning and managing or controlling learning through various actions are key components of this learning strategies. Based on the results of all the observation and interview sessions with the research subjects, the meta-cognitive learning strategies that the students used to cope with their speaking anxiety in their classroom were able to identify as mentioned on the table below.

Table 2. Students identified meta-cognitive learning strategies

Types of learning strategies	Learning strategies used by students to cope with speaking anxiety
Meta-cognitive learning strategies	Planning
	Monitoring
	Evaluating

Based on the results of all the observation and interview sessions with the research subjects, the meta-cognitive learning strategies that the students used to cope with their speaking anxiety in their classroom were able to identify as mentioned on the table above. The description of each of the meta-cognitive learning strategies in dealing with speaking anxiety among the research subjects can be seen in the following.

1) Planning

The strategy of planning students' learning activities such as preparing their speaking material and group discussions were several examples of activities that the students conducted before their presentation. The students were seen planning their speech before speaking to maximize their preparation and hence also lowering their anxiousness at the same time. The use of planning learning strategy was also repeatedly expressed by the research subjects based on the interview results in extracts as noted here.

> **Extract 1:** "I do plan everything before I speak…" (Interviewed SNS on April 17th, 2025)

> **Extract 2:** "Yes, sometimes I try to plan it, like thinking about what I want to say before speaking." (Interviewed with MSS on April 18th, 2025)

2) Monitoring

While conducting the observation and the interview sessions, the researcher noticed that several students were actively monitoring themselves or their classmates while speaking. With monitoring the students were able to identify which part of their speech needs more attention and be aware of their pace while delivering presentations. This activity was also evident based on the interview results with several of the research subjects below.

> **Extract 1:** "I check how I'm doing like am I speaking too fast or not. Noticing these helps me slow down." (Interviewed WRP on April 18th, 2025)

> **Extract 2:** "…I feel more organize when I monitor my own progress." (Interviewed with MA on April 22nd, 2025)

3) Evaluating

When it comes to evaluating their learning activity, research subjects can be seen implementing this learning strategy quate actively and more frequently compared to the rest of meta-cognitive learning strategies that have been explained before. This strategy was seen to help the students to improve their awareness about their development in speaking such as their pace, their choice of vocabularies, and other aspects of speaking. This was usually either conducted by themselves or with the help of their peers such as their group friends or desk mates. The evaluation strategy was also evident based on the interview sessions as seen in the extracts below.

> **Extract 1:** "I also evaluate myself after speaking or doing presentation…" (Interviewed SNS on April 17th, 2025)

> **Extract 2:** "…I also evaluate myself and ask my friend to correct me if I do some mistake while speaking…" (Interviewed with TT on April 17th, 2025)

c. Socio-affective learning strategies

The last identified learning strategies that are actively used by research subjects are the socio-affective learning strategies. The main goal of this learning strategy is for students to engage in communication with themselves or others around them in an effort to find peace and calm. There are five types of socio-affective learning strategies that the students used in dealing with their speaking anxiety that were able to identify based on the results of the observation and interview sessions with the research subjects as listed on the table below.

Table 3. Students identified socio-affective learning strategies

Types of learning strategies	Learning strategies used by students to cope with speaking anxiety
Socio-affective strategies	Meditating
	Taking deep breaths
	Praying
	Maintaining optimistic thoughts by doing self-talk
	Talking to others

More thorough overview of these identified socio-affective strategies for learning that students employed to deal with their speaking anxiety in the classroom based on the results of observation and interview results can be found below.

1) Meditating

The act of meditation among students in the class to help them feel calmer and thus help them overcome their speaking anxiety can be seen being done by some students. This example of socio-affective learning strategies can be seen to help with students' nervousness by reducing their tension and helping them to focus more on their speech. Meditating as a solution to cope with students speaking anxiety was also expressed by the research subjects in the interview sessions as listed in the several extracts below.

> **Extract 1:** "Usually, I do deep breathing and meditating before presentation." (Interviewed WRP on April 18th, 2025)

> **Extract 2:** "I meditate for two minutes, focusing on my mind and breath to calm myself down." (Interviewed with IT on April 22nd, 2025)

2) Taking deep breaths

According to both the observation and interview sessions, the act of taking deep breaths among the students in their classroom to help with their nervousness before speaking was one of the most used types of learning strategies among them. This was most likely because it was the simplest strategy to implement, as it required minimal time and did not involve other people. Most of the students who were about to give a presentation or speak in front of the class were spotted taking a few deep breaths before beginning to speak. This finding can also be seen on the extracts below.

> **Extract 1:** "…what I think help me the most is taking a deep breath before speaking." (Interviewed YMP on April 17th, 2025)

> **Extract 2:** "Yes, I always take a deep breath before I speak. It helps me to stay calm and focused." (Interviewed with JA on April 17th, 2025)

3) Praying

The researcher was able to identify that praying as one of the socio-affective learning strategies that the students used to reduce their tension as a way to cope with their speaking anxiety. While observing the class, the researcher noted that many students usually conducted praying with the whole class before the study session began, and several of them indicated that they did another praying session before their own presentation started. These identifications can also be seen from the research subjects' responses based on the interview results below.

Extract 1: "…what I think help me the most is taking a deep breath before speaking." (Interviewed YMP on April 17th, 2025)

Extract 2: "Yes, I always take a deep breath before I speak. It helps me to stay calm and focused." (Interviewed with JA on April 17th, 2025)

4) Maintaining optimistic thoughts by doing self-talk

Another example of the socio-affective learning strategy which was used by students to cope with their speaking anxiety in the classroom was Maintaining optimistic thoughts by doing self-talk. The act of self-talk among students was seen used whenever they felt nervous and excessive pressure before delivering their part of the presentation or speech. This example learning strategy was seen used by students by verbally expressed sentences that could calm themselves down such as motivational sentences and self-assuring sentences.

Extract 1: "…every time I want to talk, I always say to myself that it is okay, I can do it." (Interviewed YMP on April 17th, 2025)

Extract 2: "…I just give myself positive affirmation, saying words like I can do it …." (Interviewed with SNS on April 17th, 2025)

5) Talking to others

Based on the observation and interview sessions, the last and one of the most widely implemented socio-affective learning strategies among the students was talking to others. This behavior was observed in the speaking classroom before the students conducted their group presentations. The students used this strategy by actively engaging with people around them, whether their friends or their lecturer. As seen in the interview extracts below, several research subjects also stated that talking to others was a solution for dealing with their speaking anxiety.

Extract 1: "Yes, sometimes I told my friends that I have an anxiety, but they are always support me and told me that it is okay…" (Interviewed YMP on April 17th, 2025)

Extract 2: "I often ask a friend to sit next to me and give me help when I need it." (Interviewed with AD on April 22nd, 2025)

3.2 Discussion

Discussion of this research includes the interpretation and description of research results on learning strategies used by students to overcome their speaking anxiety. The results data were reviewed and connected with existing research and theories in the same field or related to the study's topic. Based on the research results, the researcher can identify 15 (fifteen) types of learning techniques that are actively applied by students in their speaking classes. After this identification process, the researcher then divided the 15 (fifteen) learning techniques into three main categories of learning strategies expressed by O'Malley and Chamot (1990) as described in the following passages.

a. Cognitive learning strategies

One type of learning strategies that the students used to help them with their speaking anxiety was cognitive learning strategies. Based on O'Malley & Chamot (1990) theory, cognitive learning strategies (CLS) is the process of students' mental and techniques they implement to increase comprehension, knowledge application and their retention ability. The first identified cognitive learning strategies in this study was repetition, students were seen to conduct several activities involving repetition before they speak in front of the classroom to enhance their preparation and fluency. which is in line with the study put forward by Nation (2013) where stated that repetition learning strategies take advantage from students' repetitive language elements practices including vocabulary mastery, dialog, and topic to increase students' fluency on the topic. Others such as MacIntyre and Gregersen (2012) and Bygate (2018) also found that repetitive exposure that the students experienced toward the target languages in this case English help them with excessive anxiety and build their confidence.

Imagery is the second type of cognitive learning strategies that were able to identify by the researcher. According to research findings, this strategy was used by the students by visualizing a supportive environment where they can speak without problem in order to enhance their understanding and fluency of the topic. This is supported by Paivio (1986) theory where he explained that imagery is the strategy that utilizes visual presentation or mental pictures to increase

comprehension of the desired topic or in this case speech ability. MacIntyre and Gregersen (2012) also found imagery as confidence inducing factor among students because it allows them to mentally rehearse successful communication and build their own confidence.

The next example of a cognitive learning strategy that were able to be identified was auditory representation. The strategy worked by helping students in preparing themselves before speaking by the help of audio or sound to help them practicing their speech. This is in line with Kohnke and Moorhouse (2021), Hung (2019), and Abdous et al. (2009) studies where each stated that the students utilized these audio sources in their learning strategies in dealing with speaking anxiety. How the auditory representation works according to the current study findings is also similar to study such as Huensch and Tremblay's (2015) study where it stated that the auditory representation works by lowering students' anxiousness in the classroom because it enhances the abilities to speak fluently, to minimize mispronunciation, and imitating difficult words.

The fourth example of this learning strategy is summarization. This act was identified when students created several key points or sentences in their study to help them understand the materials better. This is similar with what Brown and Day (1983) stated about how summarization works where students seen to condense information into concise and meaningful summary to promote higher comprehension about learning materials. The findings also suggested that the students use summarization as a guidance of their speech and to stay in the important topic or part of their speech activity to help them with their anxiety. Goh and Burns (2012) and Zhang (2018) studies support this finding by stating that summarization among the students help them to organize their mind and stay focus on their speech by providing students with clear framework before speaking.

Taking notes is the fifth example of cognitive learning strategies that the researcher able to identify. Many of the research subjects were seen to take notes because it helped them to be more organized thus preparing more reliable materials, understanding the topic better and knowing what to focus on in their presentation. This is supported by theory from Piolat et al. (2005) where they stated that taking notes helps the students to enhance comprehension and retention about the material and Dunkel (1988) theory which explains by taking notes, students less likely to forget their materials because they are aware what to do during speaking. The next technique that the students use to cope with speaking anxiety is translation. This act was used by the students by translating several key phrases of their materials into the targeted language to improve material comprehension. Similarly, Liao (2006) also stated that with translation students can understand the topic better by converting their topic from students' first language to the targeted language.

The last example of cognitive learning strategies in dealing with students' speaking anxiety is a key word method. The implementation of key words in students' learning activities in speaking classroom are associated with them writing several key words about the topic to help them understand better and easily recall when they speak. This is similar to what Atkinson and Raugh (1975) and Cohen (1987) stated about how key words work among the students by helping them increase their comprehension and providing them with easy to recall or familiar cues/words, so they do not experience any significant trouble while speaking.

b. Meta-cognitive learning strategies

Based on the study analysis results, the next example of learning strategies that the students use to cope with speaking anxiety is meta-cognitive learning strategies. The higher order thinking process that students use to plan, monitor, and evaluate students' own learning is what defines meta-cognitive learning strategies (Flavell, 1979). According to expert such as Vandergrift and Goh (2012) and Oxford (2011), In learning language, meta-cognitive strategies assess the students to have control with their speaking anxiety by promoting them to plan, monitor, and evaluate their speech hence increasing their ability awareness and control of their learning progress. Further elaboration on how each technique within the meta-cognitive learning strategies help the students in dealing with their speaking anxiety are listed in the following paragraphs.

The first identified meta-cognitive learning strategies example is planning the students learning. This technique works by letting students to prepare and organize their speech materials before they perform it in front of the classroom. This is supported by O'Malley & Chamot (1990) theory by stating that with planning, students can organize their thoughts before engaging in speaking activity. The claim is also on the same page as Woodrow (2006) statement which stated that planning is particularly effective in helping students with speaking anxiety by fostering better preparation before speaking.

After planning their learning activity, the next step in meta-cognitive learning strategies that the students employ in their study is monitoring their speaking. As seen from the study's findings, many of the research subjects actively monitor

their progress when conducting speaking activity. This act enables the students to monitor their progress such as their pronunciation, their speaking pace and other speaking aspects which result in sense of control over their learning activity. The claim is supported by theory from Zhang (2001) where he stated that meta-cognitive learning strategies foster speaking performance because students are aware of their skills and coping with their anxiety to speak simultaneously. On the same page, Goh (2008) study shows similar results indicating students' implementation of monitoring help them spot mistakes that need improvement and increasing confidence at the same time.

The last meta-cognitive learning strategies example that the students depend on to help them deal with anxiety in speaking classroom is evaluation. As stated by Butler and Winne (1995) evaluation among the students involve self-assessment based on their performance while speaking. This is in line with study's findings where students conducted self-evaluation to assist their speaking pace, their choice of vocabularies, and other aspects of speaking. This is also supported by Chen (2008) theory that indicates the meta-cognitive strategies example of self-evaluation help the students with their progress over time especially in speaking.

c. Socio-affective learning strategies

The first example of socio-affective learning strategies that the researcher able to identify is meditating. Among the research subjects, the act of meditation was seen conducted before they delivered their speech or when they were preparing themselves for the speech activity. The students choose to do meditation to help them to calm their nerves, hence reducing their anxiety at the same time. This finding is in line with Kabat-Zinn (2003) explanation that with meditating, students will be able to cultivate a better metal calmness. With the same tone, Zeidan et al. (2010) study aslo support the findings where they found meditating significantly increased students' focus.

The next study finding of socio-affective learning strategies that the students use to cope with their speaking anxiety is taking deep breaths. Based on the research subjects' responses, students usually take a deep breath before they speak to help them control their heartbeat rate. This is supported by Jerath et al. (2015) study where they found students' heart rate get lower when they take several deep breaths. The current study also shares similar findings with Zaccaro et al. (2018) study where both found that with taking deep breaths, students are able to increase focus with their speech materials hence lowering the possibilities of them making mistakes and reducing their excessive tension.

The third example of socio-affective learning strategies that the students use to cope with their speaking anxiety in the classroom is praying. Based on the current study findings, praying shows similar way of working among the students with the meditation and taking deep breaths. The study highlights the act of praying among the students as way for them to regulates their tension and stress to become calmer before speaking. This finding is supported by Bade and Cook (2008) finding where they show that prayers help students to cope with speaking anxiety by promoting relaxation. On the same page, both the current and Bernardi et al. (2001) study agree that praying is proven to help the students to cope with anxiety by managing emotional regulation.

Maintaining optimistic thoughts by self-talk among research subjects was one of the most frequently mentioned socio-affective learning strategies in the research process. Students were seen using this action as a way to reassure themselves with positive affirmations to help them manage their anxiety. This finding is in line with the research of Zinsser et al. (2006), where they stated that the action is a process of replacing negative internal dialogue with positive affirmations. Hatzigeorgiadis et al. (2011) also supported the research findings where they stated that self-talk can help students with speaking anxiety by reducing anxiety levels by 25-40%, thus increasing their motivation in class.

The last example of socio-affective learning strategies in coping with students' speaking anxiety is talking to others. As explained in the study results, the act works by allowing the students to seek outside support, such as from their friends and lecturers, to cope with their speaking anxiety. This is similar to MacIntyre et al. (2019) study, where they stated that students use verbal activities to reframe their negative thoughts through conversations with friends and teachers. As Bandura (1997) suggested, talking to other helps the students receive encouragements such as positive narratives and to make them realize the common belief that everyone experiences anxiety thus helping them to cope with speaking anxiety is also found to be present in this current study.

4. Conclusion

Based on the results of the study findings and discussion, it can be concluded that the students are indeed implementing several learning strategies in their speaking classroom to help them to cope with excessive anxiety. In conducting the research, it was found that students actively used 15 (fifteen) types of learning techniques which were then

categorized into three types of learning strategies. The categorizing was based on the learning techniques' respective ways of working and functions. This process results in seven types of learning techniques into cognitive learning strategies category, which includes repetition, imagery, auditory representation, summarizing, taking notes, translation, and key word methods. Another three types of learning techniques into the meta-cognitive learning strategy category which includes planning, monitoring, and evaluating students' learning activity. The rest of the learning techniques were then categorized into the socio-affective learning strategy category. This includes five different types of learning techniques such as meditating, taking deep breaths, praying, maintaining optimistic thoughts by doing self-talk, and talking to others.

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