

**Students' Speaking Anxiety and Coping Strategies during Blended
Learning: A Case of EFL Secondary School in Bandung**

An Undergraduate Thesis
Submitted to the English Language Education Program as a Partial Fulfillment
of the Requirements for *Sarjana Pendidikan* Degree



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND LITERATURE EDUCATION
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LEMBAR HAK CIPTA

**STUDENTS' SPEAKING ANXIETY AND COPING STRATEGIES
DURING BLENDED LEARNING: A CASE OF EFL SECONDARY
SCHOOL IN BANDUNG**

Oleh

Rizkha Rachti Putri Salamah

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Pendidikan Bahasa dan Sastra

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Agustus 2025

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APPROVAL PAGE

An Undergraduate Thesis

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STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled “Students’ Speaking Anxiety and Coping Strategies during Blended Learning: A Case of EFL Secondary School in Bandung” and all its content, represent my original work. I have not engaged in any form of plagiarism or inappropriate citation practices that violate the ethical standards of the academic community. I acknowledge that I am fully responsible for any potential issues that may arise regarding the adherence to scientific ethics or claims from other parties regarding the originality of my work.

Bandung, August 2025

A handwritten signature in black ink, consisting of a large, stylized 'R' followed by several loops and a final vertical stroke.

Rizkha Rachti Putri Salamah

PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah SWT, the Lord of the Worlds, and peace and blessings be upon Prophet Muhammad SAW. With His guidance and mercy, I have been able to complete my undergraduate thesis titled " Students' Speaking Anxiety and Coping Strategies during Blended Learning: A Case of EFL Secondary School in Bandung."

Throughout this journey, I have been blessed with the support, love, and assistance of many individuals. Without the contributions of these valuable people, I would not have been able to complete my thesis after experiencing its ups and downs over the past few months. Therefore, I would like to express my gratitude to those who have supported and helped me in this journey.

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ABSTRAK

Penelitian ini menyelidiki tingkat kecemasan berbicara siswa, sumber kecemasan mereka, serta strategi koping yang digunakan dalam pembelajaran campuran (*blended learning*). Penelitian dilakukan terhadap 28 siswa *English as a Foreign Language (EFL)* yang berpartisipasi dalam pembelajaran tatap muka maupun daring. Data dikumpulkan melalui observasi penampilan, kuesioner, dan wawancara semi-terstruktur sehingga memberikan pemahaman yang komprehensif mengenai pengalaman siswa. Temuan penelitian menunjukkan bahwa tingkat kecemasan siswa bervariasi dari rendah hingga tinggi. Dari data kuesioner, diketahui bahwa dari 28 siswa, 14 siswa dikategorikan sebagai ‘sedikit cemas’, 6 siswa sebagai ‘cemas’, 3 siswa sebagai ‘sangat cemas’, 3 siswa sebagai ‘santai’, dan 2 siswa sebagai ‘sangat santai’. Beberapa siswa mengalami rasa gugup yang signifikan sehingga memengaruhi penampilan mereka, sementara yang lain merasa nyaman dan rileks saat menampilkan tugas *speaking*. Sumber utama kecemasan meliputi rasa takut membuat kesalahan, evaluasi negatif dari teman sebaya atau guru, tugas mendadak, kesulitan teknis dalam kelas daring, serta rendahnya kepercayaan diri terhadap kemampuan berbahasa. Siswa menggunakan berbagai strategi koping untuk mengelola kecemasan mereka, termasuk persiapan, relaksasi, berpikir positif, dan dukungan dari teman sebaya. Strategi-strategi ini membantu mengurangi kecemasan dengan tingkat efektivitas yang berbeda, tergantung pada individu dan situasi pembelajaran. Penelitian ini menyimpulkan bahwa kecemasan berbicara merupakan pengalaman yang umum namun bervariasi dalam lingkungan pembelajaran campuran. Guru perlu menyadari perbedaan ini dan menerapkan strategi yang dapat menciptakan suasana suportif, mendorong partisipasi, serta mengurangi kecemasan bagi semua siswa.

Kata kunci: kecemasan berbicara, *blended learning*, strategi coping, pembelajar *EFL*, pembelajaran bahasa

ABSTRACT

This study investigated students' levels of speaking anxiety, the sources of their anxiety, and the coping strategies they used in a blended learning context. The research was conducted with 28 English as a Foreign Language (EFL) students who participated in both face-to-face and online speaking performances. Data were collected through performance observations, questionnaires, and semi-structured interviews, allowing for a comprehensive understanding of the students' experiences. The findings revealed that students' anxiety levels varied from low to high. From the questionnaire data, it was found that out of 28 students, 14 students were categorized as 'mildly anxious', 6 students as 'anxious', 3 students as 'very anxious', 3 students as 'relaxed', and 2 students as 'very relaxed'. Some students experienced significant nervousness that affected their performance, while others felt comfortable and relaxed during speaking tasks. The main sources of anxiety included fear of making mistakes, negative evaluation from peers or teachers, sudden speaking tasks, technical difficulties in online classes, and low self-confidence in language ability. Students employed different coping strategies to manage their anxiety, including preparation, relaxation, positive thinking, and peer support. These strategies helped reduce anxiety to varying degrees, depending on the individual and the learning situation. The study concludes that speaking anxiety is a common yet varied experience in blended learning environments. Teachers should be aware of these differences and adopt strategies to create a supportive atmosphere that encourages participation and reduces anxiety for all students.

Keywords: *speaking anxiety, blended learning, coping strategies, EFL learners, language learning*

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