Building Confidence: Reducing Speaking Anxiety Among Blitar's EFL Students in the Post-Covid-19 era

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Abstract

The COVID-19 pandemic necessitates a shift to online learning, which often results in more passive experiences for Students who majoring in sociology in Blitar. Despite the challenges of acquiring proficiency in a foreign language like English, many third-year students remain determined to improve their speaking skills and communication abilities to support their careers. The study aimed to understand the strategies students employed to overcome speaking anxiety in social interaction. Through semi-structured interviews and classroom observations, the research identified three primary approaches: collecting, grouping, and summarizing. The twelve Sociology students emphasized the importance of preparation in speaking, including studying and practicing pronunciation. A significant majority (84%) of students believed in the power of preparation, while 24% relied on relaxation techniques to manage anxiety. A smaller group (12%) exhibited minimal participation in speaking, reflecting a state of resignation. Engaging in small talk was identified as a potential strategy to address the challenges faced by students experiencing speaking anxiety in the classroom.

Keywords: Speaking anxiety, Relaxation, Preparation, Resignation, Small Talk

I INTRODUCTION

The Shift from Online to Face-to-Face Learning in the Post-Pandemic Era During the COVID-19 pandemic, students are forced to engage in remote learning. This shift to online platforms for academic disciplines, including English language instruction, is a necessary adaptation. While online learning can serve as a feasible substitute, the learning process often becomes passive due to the predominant use of asynchronous methods. Synchronous learning through web conferencing was rarely practiced due to concerns about internet data consumption. Synchronous learning removes barriers in language education, allowing everyone to participate (Limbong et al., 2022; Yang, 2022).

Challenges of Online Learning and the Pursuit of English-Speaking Proficiency Most students demonstrate proficiency in their first and second languages, but encounter obstacles when acquiring a foreign language like English. Rosita and Halimi (2023) stated that improving English speaking skills can be challenging in countries where English is considered a foreign language. Tanveer (2008) asserts that many EFL learners experience a sense of inadequacy in their ability to effectively communicate, as the acquisition of speaking skills proves to be a daunting task. Despite these challenges, students apply significant efforts to pursue their English language proficiency.

Based on informal interviews in preliminary studies, the students pursuing a degree in sociology often employ various strategies to manage speaking anxiety. Most of them say that they hope to prepare everything to speak in English. Adequate preparation can significantly alleviate speaking anxiety among sociology students by boosting their confidence and knowledge of the subject matter. Research indicates that preparation is a commonly used approach. By meticulously planning and practicing, learners can enhance their confidence and reduce feelings of apprehension. Preparation involves active measures to mitigate anxiety by improving learning strategies and building knowledge. Thorough preparation is a cornerstone for many students in overcoming their fear of speaking English.

The post-pandemic era brought a complex landscape for English-speaking skills. Research by Febria and Marsevani (2024) indicated that students experienced heightened anxiety due to factors such as fear of negative evaluation and communication apprehension. This anxiety could be further exacerbated by the challenges of online learning, as highlighted by Peng et al. (2024). Peng et al.'s (2024) research, conducted in the Chinese context, underscored the need for further investigation into the factors contributing to online learning anxiety. Peng et al.'s (2024) research showed that students might struggle with a lack of interaction, motivation, and technological barriers in online environments. To address these issues, Ulayya and Anggraini's (2024) study, conducted at Sriwijaya University, emphasized the importance of varied and interactive classroom activities, which could foster engagement and improve speaking skills. By implementing a combination of these strategies, educators could create supportive learning environments that help students overcome anxiety, build confidence, and develop their English-speaking abilities.

Peng et al.'s (2024) study provides a valuable foundation for understanding speaking anxiety among EFL learners. However, this research aims to build upon that work by addressing a methodological gap in the field of English for Specific Purposes (ESP). Given the limited research on speaking anxiety in the post-COVID-19 era, this study investigates the effective strategies employed by Sociology students to reduce their anxiety. By exploring these strategies, the researchers hope to offer valuable insights that can benefit both teachers and EFL learners, particularly in the context of sociology education.

II METHOD
Research Design

This qualitative case study examined the "speaking for social interaction" course offered to second-semester students at the Islamic University of Balitar during the 2024 academic year. By adopting this methodological approach, the researcher sought to explore contexts characterized by limited prior knowledge or understanding. The aim was to delve into the nuances of spoken language within real-world sociological settings. Gillham (2000) emphasized that case studies are used to explore situations with limited information, such as analyzing linguistic patterns in English-language conversations among sociology students. This in-depth investigation provided valuable insights into the dynamics of spoken interaction within this educational environment.

Research Instrument and Participants

The researcher was the primary instrument in this study, as they determined the depth and quality of the research. The researcher had to clarify the findings regarding sociology students' learning of speaking skills. Human instruments in qualitative were to interpret the findings (Creswell & Creswell, 2023).

There were seventeen students in this class, but there were only twelve third-semester Sociology students' of the 2024 academic year who were selected to be the participants of the study. They were selected using purposive sampling and they became the participant because they followed the complete course and they willing to inform their thought about the speaking course this semester.

Data Collection Procedure

The researcher employed a semi-structured interview approach, adapting the interview protocol proposed by Afidawati et al.'s (2024) study to align with the specific research objectives and the participants' expertise (Sociology Education). This method allowed for flexibility in probing deeper into relevant topics and tailoring the conversation to the unique insights of each interviewee. Semi-structured interviews are widely favored in qualitative research due to their adaptability and potential to uncover rich, nuanced data (Cohen et al., 2018).

The primary data for this study consisted of interview transcripts from sociology students enrolled in the current semester. This data was collected because the researcher wanted to assess the honesty of the student's responses to the provided questions. To supplement the interview data, the researchers also utilized observation as a secondary data source. This allowed them to gain insights into the behavior of shy Sociology students who may have been hesitant to fully express their ideas during the speaking class sessions. Observational data provided a more well-rounded understanding of the students' experiences and perspectives. The researcher could add another source to support the primary data in qualitative research (Cohen et al., 2018).

To maintain the reliability and validity of this research, the combination of interview transcripts and observational data enabled the researchers to identify any discrepancies between what students said and how they behaved in the classroom setting. This multi-faceted approach strengthened the validity and reliability of the study's findings. The modification of semi-structured interviews was one of the reliability in qualitative research (Dyah Budiastuti, 2018). Two English teachers also played a great role in terms of validating the primary data and secondary collection and it is in line with Afidawati et al.'s (2024) study to maintain the validity of case studies research.

Data Analysis

This study employed a qualitative research approach and data analysis methods. The researcher followed the suggestions of Cohen et al. (2018) regarding data analysis, which involves organizing, accounting, and explaining the data. First, the researcher collected data by interviewing participants using the method outlined by Ulayya and Anggraini (2024). Each interview lasted approximately 45 minutes to complete all procedures. This method helped the researcher identify similarities and differences in the interview transcripts, such as instances where the participants discussed bargaining in social forms. Next, the researcher calculated the frequencies of responses to minimize speaking anxiety. This analysis was guided by the study conducted by Afidawati et al. (2024), which provided a deeper understanding of speaking skills. The researcher selected relevant transcript excerpts that corresponded to the preparation form and other fields outlined in the Afidawati et al. (2024) study. Finally, the researcher summarized the findings based on the primary and secondary data into meaningful paragraphs.

III RESULT
Result

Bargaining is a fundamental aspect of our social lives. By studying this phenomenon, sociology students can gain valuable insights into how individuals and groups negotiate and exert influence within various social structures (Sulistyowati et al., 2022). For instance, language sociologists have explored the negotiation strategies employed in settings like food stalls or events that attract visitors, using their English-speaking skills. This research sheds light on how language can be used to facilitate economic activity and stimulate local economies. The following is the result of this study:
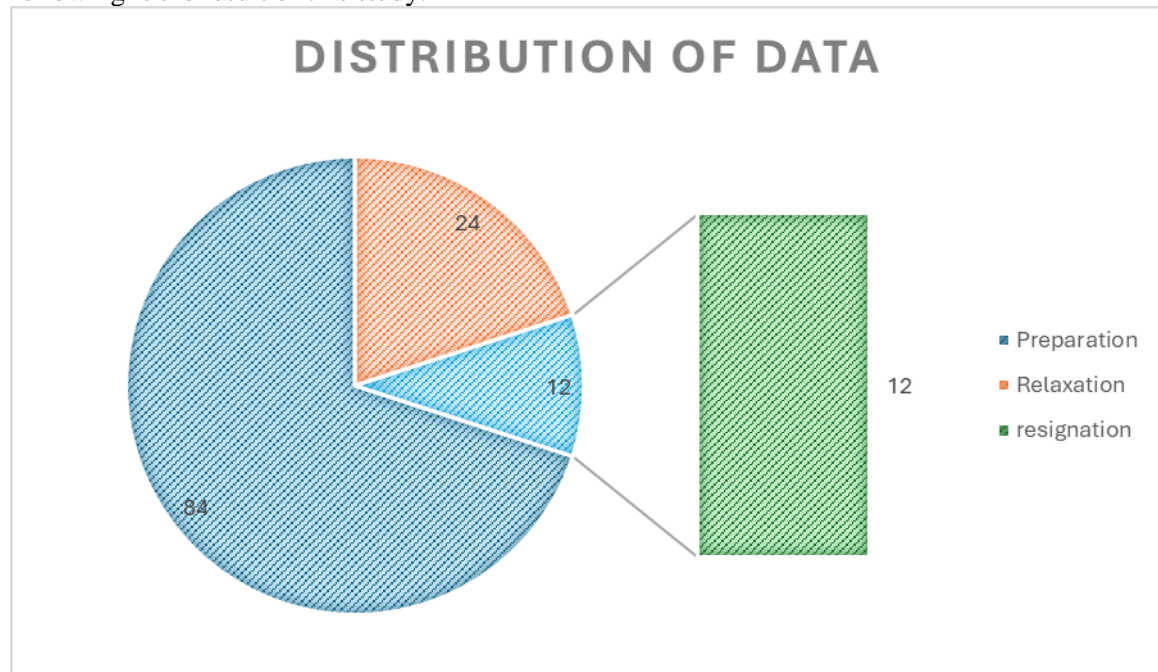

Figure 1 The diagram of language anxiety in Sociology class

Based on the data above, there are five methods to overcome speaking anxiety in Sociology class this semester according to Kondo and Ying-ling's (2004) perspective, as cited in Afidawati et al.'s (2024) study. The result shows that there were only three categories found in this study. This discrepancy could be due to the specific focus of Afidawati et al.'s (2024) study, which may have narrowed the scope of the original five methods. Additionally, the

context of the study, such as the specific student population or the learning environment, could have influenced the findings.

The first result, the picture above contains data on how sociology students cope with speaking anxiety during their studies. According to the information presented, the most commonly used strategy by these students is preparation, with 84% of them relying on this approach. This suggests that these students recognize the importance of thorough planning and rehearsal in overcoming their speaking anxieties.

The second result, the data also reveals that 24% of students utilize relaxation techniques as a way to manage their anxiety. This could involve practices such as deep breathing, meditation, or other stress-management methods that help students calm their nerves and feel more confident when speaking in class. Interestingly, the data shows that 12% of students resort to resignation, potentially indicating that a small portion of the population struggles to find effective coping mechanisms and may need additional support. The data also highlights that positive thinking and peer seeking are not utilized at all (0%) by these sociology students. This is an interesting finding, as positive self-talk and seeking support from classmates are often recommended as effective strategies for managing public speaking anxiety.

Furthermore, the observation notes that during their English-speaking classes, most students tend to discuss topics related to harmony and bargaining in terms of social interaction. This suggests that the students' speaking anxiety may be closely tied to their concerns about navigating social dynamics (Sulistyowati et al., 2022). Sulistyowati et al. (2022) add that finding balance in their interpersonal relationships could be an important factor to consider when developing interventions to support Sociology students in learning English speaking. The data and observations provide valuable insights into the specific challenges and coping mechanisms employed by sociology students when it comes to managing their speaking anxiety in academic settings.

IV DISCUSSION

Preparation

To alleviate speaking anxiety, one effective strategy is preparation. By thoroughly studying and practicing the material, Sociology students with anxiety can perform similarly to those without anxiety. Speaking needs preparation to support ESP students (Sylvia et al., 2024).

> S1: " I pay attention to instruction in class for the first time. When I have an assignment, pay attention is instruction is number one, my aasigment number 2"
> S3: "I have personal notes about social interaction and the condition for social interaction. The notes help me a lot in speaking"

Based on the interview transcripts above, the students who majoring Sociology in this semester largely agree that speaking is a challenging task. Communicative abilities need preparation and it is challenging (Verdiyeva & Huseynova, 2017). Each student participating in this study has their approach to tackling this challenge, but preparation emerges as the most common solution. Based on the interview transcript above, S3 and S1 believe that preparation is the best option. They clarify that they must put in significant effort to enhance their learning strategies and communication proficiency. This involves giving full attention during the teacher's explanations, regularly practicing speaking, and closely studying the learning materials to acquire new vocabulary. Committing this new language to memory is also crucial for improving their spoken communication abilities. S1, S3, and five other students claim that attending the lessons is not enough - They must actively engage with the material and put in the work to truly master the subject matter and enhance their speaking proficiency. Sociology needs

to practice speaking based on their career in the future, like skills in bargaining (Sri Rahayuningsih, 2022).

Preparation has become the most common strategy for speaking in this class because students recognize that English is not their native language and limited practice time can have significant consequences. Afidawati et al.'s (2024) study finds that 5 out of 6 students believe they will always receive poor scores in speaking if they have limited time for studying. The study (2024) adds that these students will benefit from increased concentration if they have more time for preparation. This is not a new case, as most of Febria and Marsevani's (2024) study shows that 82% of participants will panic and feel more fear in speaking without preparation. Febria and Marsevani's (2024) study further adds that quizzes and certain test assignments can cause speaking anxiety among the students. It suggests that a lack of preparation time leads to poorer speaking performance and increased anxiety. Conversely, having more time to prepare allows students to focus better and potentially improve their speaking abilities.

The researcher further adds that students, such as S1 and S3, should use metacognitive strategies as part of their preparation for speaking. One such strategy is the metacognitive practice of pronunciation. S1 and S3 can try to write out the main points of a social interaction they want to practice. First, they need to choose the target or topic of the social interaction. Then, they can select one of the types of social interactions commonly covered in sociology education as the main focus. In this study, the recommended topic for the speaking class is bargaining. Once they have a clear plan for the speaking task, the students can use an English dictionary to practice the pronunciation slowly and carefully. According to Szyszka's (2017) study, this kind of preparatory work can serve as an effective pronunciation learning strategy (PLS).

Based on observation data, S1 and S3 have a wide range of vocabulary about bargaining (the highest rating on the scale). Some students who prefer this approach can show jargon in the bargain in Blitar, for example, bottom line. 84% of students in this category pronounce the word in no rush (4 rating scale). They can do the opening and can do "rhetoric questions" in delivering the bargaining topic (5 rating scale). It means they handle or prepare the topic and the vocabulary related to social interaction, especially in bargaining at home.

Relaxation

To further reduce speaking anxiety, another useful strategy is relaxation. By implementing relaxation techniques, students can effectively alleviate their fear of public speaking. There are many tactics for reducing speaking anxiety through relaxation (Milanrianto et al., 2023; Nurahman et al., 2023; Nuraini et al., 2024). This results in a more relaxed demeanor and improved focus, especially during English oral presentations in front of the class.

> S7:"I avoid eye contact all the time, it is better to watch wall or windows in
> class"
> S9:"I don't forget to exhale and inhale in slow pace. I do not count it, just do it.
> I forget the tutorial from tiktok, I just do exhale and inhale"

S7 shares an experience about avoiding eye contact in speaking class. Eye gestures can contribute to speaking performance (Nurahman et al., 2023). She shares her anxieties about the new strategies of bargaining she encountered at the expo in Blitar recently. She feels overwhelmed and tries everything she knows to avoid this new approach of bargaining using the English language, resorting to avoiding eye contact with her classmates and the lecturer. She believes this is the best way to navigate the social interaction of speaking in class. Unfortunately, this strategy comes at a cost. She loses half of her concentration, struggling to manage the technique while simultaneously delivering the speaking material. This highlights

the challenge of avoiding eye contact to calm herself, especially when they clash with existing comfort zones.

According to Afidawati et al.'s (2024) study, S7 experiences speaking anxiety. To address this issue, the student utilizes relaxation techniques, specifically self-hypnosis, as a strategy during speaking class. Afidawati et al. (2024) explain that S7 employs self-hypnosis to calm herself by visualizing the audience as non-living entities, which helps increase relaxation and reduce intimidation. This technique involves avoiding direct eye contact and focusing on other points to alleviate nervousness.

In the context of a bargaining scenario at an expo, avoiding direct eye contact can be a strategic method to manage anxiety and maintain composure. S7, believing that the quality of a product should match its price, attempts to negotiate a lower price. She avoids direct eye contact to prevent feeling intimidated by the seller. Sociology students always face threats in communication, so this is a natural phenomenon (Jamshidnejad, 2020). In terms of Speaking class, it allows S7 to concentrate on social interaction (bargaining) explanation. This technique allows the sociology student (S7) to stay calm and think clearly, which is crucial for effective bargaining and answering the question of whether to purchase the product based on the quality offered by the seller. This method not only helps in managing personal anxiety but also creates a more relaxed and professional atmosphere, ultimately enhancing the overall bargaining process. By avoiding direct eye contact, S7 can focus on the negotiation at hand, ultimately leading to a more successful outcome. However, Jamshidnejad (2020) adds that it is normal for students to use Self-Reliant Strategies in communication rather than avoiding eye contact all the time. It means that Sociology students can use alternative strategies, Self-Reliant Strategies, for instance, switching to the Student's (S7) first language and expressing non-understanding sounds in speaking.

According to Szyszka's (2017) study, S7 uses affective strategies to calm herself during speaking. The researcher suggests using relaxation techniques to overcome pronunciation problems. Drawing on Pawlak's (2010), as cited in Szyszka's (2017) study, Sociology students can employ an "effective strategy" to improve their pronunciation and phonetics. This means S7 can control her emotions through relaxation, enabling her to release muscle tension and focus on the task at hand: explaining the bargaining experience she encountered in Blitar. By calming her anxieties, S7 can better concentrate on the nuances of pronunciation and delivery, ultimately enhancing her overall performance. This approach not only addresses the immediate challenge of pronunciation but also helps S7 build confidence and self-efficacy in her communication skills.

S9 expresses anxiety about bargaining in a group setting, citing the diverse motivations and goals within each group. She fears violating group norms and failing to adequately represent her group during negotiations. Social interaction in certain groups can raise political issues and we have to manage it (Sulistyowati et al., 2022). To manage this anxiety, S9 prioritizes self-calming before engaging with others in a group setting, believing that composure is essential for conveying her intentions effectively. Exhale and inhale are her initial steps in this process, and she finds support for this approach in social media platforms like TikTok. She believes that by calming herself first, her message will be received clearly and understood by others.

Speech style can contribute to students' performance because spontaneous speech style and careful speech style affect the quality of speaking performance (Afidawati et al., 2024; Jamshidnejad, 2020). In speaking of performance, sociology students should maintain the rate of breathing to calm themselves. Volume and rate of breathing can contribute to a sociology student's speech style (Jamshidnejad, 2020). exhale and inhaling at a slow pace are some of the methods of relaxation in speaking performance (Afidawati et al., 2024).

Speech style significantly impacts students' speaking performance, as both spontaneous and careful speech styles influence the quality of delivery (Afidawati et al., 2024; Jamshidnejad,

2020). To enhance performance, sociology students should focus on regulating their breathing rate as a calming technique. Volume and rate of breathing directly contribute to speech style (Jamshidnejad, 2020). Slow, controlled exhales and inhales are effective relaxation methods for speaking performances (Afidawati et al., 2024). By practicing deep breathing techniques, students can achieve a calmer and more controlled speaking style, ultimately improving their overall performance.

Based on her observations, S9 relies on slow, mouth-based breathing rather than nasal breathing and she gets the highest score (5 on the scale) in the observation sheet. Exhaling is the process of releasing air from the lungs, for instance speaking, sneezing, quiet breathing, singing, coughing, exercise (Ghosh et al., 2023). While unfamiliar with specific techniques, she incorporates breathing exercises she's comfortable with before taking the stage. During presentations, she occasionally pauses to engage in these exercises, recognizing the need for composure to effectively deliver her message. S7, on the other hand, adopts a different approach to relaxation and she gets the same score as S9's. When presenting her experience with bargaining at an Expo, she avoids direct eye contact with classmates and the lecturer, often focusing on the classroom windows. When forced to face her peers, she maintains a neutral or downward gaze. This strategy, along with the breathing techniques employed by S9, reflects the three students' shared belief that relaxation is crucial for successful speaking performances.

Resignation

The last discussion is about the sociology student who experienced resignation, a state of surrender and disengagement. This individual has abandoned efforts to improve their situation and has chosen to passively tolerate it instead. In some cases, the students may even employ disengagement strategies such as sleeping in class or not paying attention. Their refusal to address their language anxiety prevents them from making progress (Hakim & Syam, 2019; Tetrapoik et al., 2022). Resignation often occurs when an individual perceives that change is unlikely or impossible, leading to a sense of powerlessness and disconnection from their environment.

S12:"I'm done with it"
S11: "this is my limit"

S12 explains that she lacks any real motivation or interest in learning about social interaction during her speaking class. She does not feel compelled to understand the five different types of social interaction that the lecturer has covered. Instead, S12's primary focus is on her need to earn money - and a significant amount of it. At the time, she does not have any money in her possession, which is a source of stress for her. Afidawati et al.'s (2024)study claims disengagement and lessened motivation could be serious problems in learning. The prospect of having to think about or engage with the social interaction concepts presented in class is not a priority, as S12 is preoccupied with her pressing financial concerns and desire to acquire more money. Her mindset is solely focused on the bargaining and monetary aspects, leaving little room for an investment in the academic material being taught.

Primarily, motivation is a crucial factor in acquiring accurate pronunciation, especially in English for Specific Purposes (ESP) classes tailored for sociology students. This urge, influenced by both emotional and cognitive factors, significantly impacts a student's ability to communicate effectively in professional contexts. As outlined by Lightbown and Spada (1993), as cited in Szyszka's (2017) study, motivation is composed of two primary components: communicative needs and attitudes toward the target language community. So, the lecturer has to understand that this is a common phenomenon and can be addressed by a series of teaching methodologies. Addressing this issue, Szyszka's (2017) study shows that the lecturer needs to learn about metacognitive strategies, for example planning the speaking class.

The lecturer believes that Sociology students (S12) need to sound clear when practicing bargaining simulations. Good pronunciation helps them get their point across and negotiate better deals. The student wants to succeed in their future careers as sociologists using English-speaking skills. Moreover, learning effective bargaining strategies in English could give them a competitive edge in a globalized world. The lecturer can start the class by showing a video of a good bargaining process and its results. Then, the lecturer explains the need for good bargaining in this modern era. This process called encouraging deeper learning, is part of social strategies (Szyszka, 2017). Using this method, the student (S12) can enhance their ability to analyze social issues, conduct research, and collaborate with international scholars. In the end, the motivation can change S12's attitude and perspective (Moyer (1999), as cited in Szyszka's (2017) study).

Another student (S11) expresses a strong desire to master bargaining skills, particularly in the context of using English to make money. S11 recognizes that understanding social context is crucial for effective negotiation but acknowledges struggling with this aspect due to a perceived weakness in memory. Giving up is the real indicator of stagnation (He, 2018). This difficulty leads to distractions and a sense of being overwhelmed, hindering S11's progress. The lack of a safe space to discuss these challenges with peers further exacerbates the situation, as S11 fears being perceived as "stupid" for seeking help. This fear of judgment highlights the importance of creating a supportive learning environment where students feel comfortable asking questions and seeking clarification, particularly on complex concepts like social context and vocabulary related to bargaining. Providing opportunities for S11 to practice and discuss the material with peers or a tutor could significantly improve their understanding and confidence in applying these skills. Providing the opportunity means offering new learning strategies that help lecturers prevent disengagement and stagnation (He, 2018; Pawlak et al., 2020)

S11's interview transcript reveals a state of resignation in the speaking class, characterized by a perceived lack of pedagogical value within the English for Specific Purposes (ESP) context. This resignation manifests as a stagnation in skill development and a failure to comprehend the material presented by the lecturer. No pedagogic value inside the resignation state (He, 2018). S11's inability to connect real-world situations, such as bargaining, with the classroom material results in a lack of motivation and interest in acquiring the essential skills of negotiation. Learner withdrawal results in dissatisfaction, hindering their career benefits (Pawlak et al., 2020). Consequently, S11 exhibits resistance to the innovative language learning strategies introduced by the lecturer, specifically those related to bargaining, leading to a lack of understanding and engagement.

The researcher suggests that there has to be small talk as part of teaching and learning in the ESP context. Small talk in sociology classes is a powerful tool for fostering a comfortable learning environment (Grellier & Goerke, 2018). It allows students to share their initial understanding of complex concepts, building confidence in communicating their thoughts. For example, in an S11 class, students might begin by discussing the three aspects of social contact: communication in groups or individually, social interaction within groups, and personal social interaction. This initial exploration helps students feel comfortable expressing their views and prepares them for more in-depth discussions.

Small talk also focuses on insignificant matters, making it easy for students to participate. This allows the lecturer to avoid discussing personal beliefs or private experiences, which might be too sensitive for a classroom setting. Instead, they can focus on relatable topics like the experience of bargaining for goods at an event. This approach ensures that all students feel comfortable contributing and participating in the discussion. While small talk is crucial for building a welcoming classroom environment, it's less common in the first meeting due to student nervousness (Grellier & Goerke, 2018). As the semester progresses and students become more familiar with each other and the course material, small talk naturally emerges.

The lecturer can use small talk to introduce relevant topics that will be explored later in the course. For instance, discussing the experience of bargaining in an online shop or at a specific event can serve as a springboard for future discussions about consumer behavior, social interaction, and market dynamics. This approach helps students see the practical applications of sociology and how it relates to their future careers (Grellier & Goerke, 2018).

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To address the challenges faced by Sociology students experiencing resignation, such as S11's struggle with language learning and weak memory, the researcher proposes a Metacognitive Strategies approach. This involves facilitating small talk to create a safe space for students to express their difficulties. The lecturer can then tailor their approach based on individual needs. For instance, S11 mentions needing to improve her understanding of vocabulary related to social interaction. The lecturer could expand on this by introducing vocabulary lists focused on communication in group and personal interactions. They could also introduce language learning apps to enhance pronunciation. It's important to note that this strategy may not be universally applicable, as self-efficacy, or belief in a method's effectiveness, plays a crucial role in language learning success.

Based on classroom observations, the researcher has found that 12% of students who experience speaking anxiety have the lowest scores in their speaking and bargaining assignments. These students also tend to use their native Javanese language while presenting topics in the speaking class. Interestingly, some of the Javanese language used by these students is specific to the traditional dialect of Blitar, the region where they live. After conducting in-depth interviews, the researcher determined that incorporating small talk and metacognitive strategies can help improve the final speaking scores of these students struggling with anxiety.

V CONCLUSION

Based on the findings above, this research has found that there are three categories found in this research, namely preparation, relaxation, and resignation. The findings of this study underscore the power of preparation and relaxation techniques in mitigating speaking anxiety among Sociology students. It means that the most common approach used by the Sociology academic year students was preparation, followed by relaxation techniques. Interestingly, 12% of the students had the lowest scores in their speaking classes. Based on interviews and observations, these students seemed to be in a state of resignation about their speaking abilities. The research suggests that by diligently preparing for speaking tasks - such as studying course materials, practicing pronunciation, and developing communication skills - students can significantly improve their performance and reduce nervousness when speaking in front of a class.

The researcher also hopes to see future studies on speaking anxiety in management students. This could provide deeper insights into the "how and why" of speaking anxiety, as well as potential solutions, in a different academic context.

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