

ABSTRACT

This study explored strategies students use to manage speaking anxiety in EFL classrooms at vocational schools. Speaking anxiety is a significant challenge in language learning, affecting students' ability to communicate confidently in English. This study aimed to analyze the factors that contribute to students' speaking anxiety and the role of teachers in reducing this problem. This study used a qualitative approach, using observations and interviews with students and teachers to collect data. The findings of the study indicated that students' speaking anxiety stems from a lack of self-confidence, fear of making mistakes, and negative evaluations from peers and teachers. This causes students to become anxious in speaking. The strategies used by students to overcome anxiety include preparation, practice, and seeking support from peers. This study underscores the importance of understanding and addressing speaking anxiety to improve students' confidence and proficiency in English. Teachers play an important role in reducing speaking anxiety by creating a supportive classroom environment, using icebreaker activities, and providing positive feedback. Recommendations for educators include implementing anxiety-reducing strategies and developing a positive learning environment to support anxious students. This study concluded that effective teaching strategies and supportive teacher-student relationships are essential in helping students overcome speaking anxiety and improve their English speaking skills.