

**EFL TEACHERS' CHALLENGES AND STRATEGIES IN ADDRESSING
STUDENTS' SPEAKING ANXIETY AT SMK PGRI 2 KEDIRI**

THESIS



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TITLE PAGE

**EFL TEACHERS' CHALLENGES AND STRATEGIES IN ADDRESSING
STUDENTS' SPEAKING ANXIETY AT SMK PGRI 2 KEDIRI**

THESIS

Presented to:

State Islamic University Syekh of Wasil Kediri
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I hereby declare that this thesis, entitled EFL Teachers' Challenges and Strategies in Addressing Students' Speaking Anxiety at SMK PGRI 2 Kediri, and the research presented herein are entirely my own original work. All materials, data, and ideas adopted or quoted from published or unpublished sources have been duly acknowledged and referenced in accordance with standard academic practices. I further declare that no part of this work has been previously submitted, either in whole or in part, to support an application for a degree or any other qualification at this university or any other institution of higher education. Consequently, I assume sole and full responsibility should any objections, plagiarism claims, or legal challenges arise from other parties in the future.

This thesis is officially submitted in partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* (S.Pd.) in the English Language Education Study Program at the State Islamic University (UIN) Syekh Wasil Kediri.



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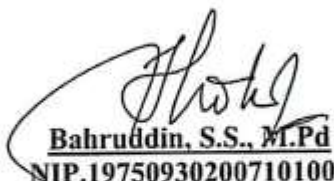
**EFL TEACHERS' CHALLENGES AND STRATEGIES IN
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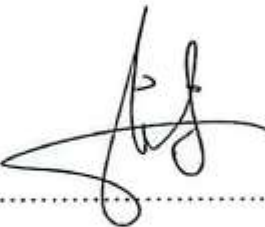
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Demikian agar maklum dan atas kesediaannya kami ucapkan terima kasih.

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Setelah memperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tutunan yang diberikan dalam sidang Munaqosah yang di laksanakan pada Selasa, 23 Juni 2026 kami dapat menerima dan menyetujui hasil perbaikannya Demikian agar maklum dan atas kesediaannya kami ucapkan terima kasih.

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MOTTO

مَنْ لَمْ يَذُوقِ ذُلَّ التَّعَلُّمِ سَاعَةً - تَجَرَّعَ ذُلَّ الْجَهْلِ طَوَّلَ حَيَاتِهِ

Whoever has not experienced the hardships of seeking knowledge, even for a moment, will surely feel the lowly state of ignorance for the rest of his life

-Imam Syafi'i.

DEDICATION

Bismilahirrahmanirrahim. First of all, I would like to thank Allah SWT for giving me strength and patience throughout the lectures and in completing this thesis. Without His generosity, I could not exist to this day. Second, I always give Prayers and Greetings to our Prophet Muhammad SAW, who led us from the age of ignorance to the era of Islamic glory. Doing this Thesis is actually an easy job, but without effort and consistency, it can be difficult. Confusing for:

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This thesis was submitted to the State Islamic University (UIN) Syekh Wasil Kediri as the fulfillment of part of the requirements to obtain a Bachelor's degree in the Department of English Education. The journey of completing this work is not a flat path; It is filled with challenges, limitations, and ripples of obstacles that repeatedly test our fortitude.

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I am fully aware that this thesis is far from perfect. Therefore, I very much welcome suggestions and constructive comments from future readers and researchers who may be interested in this research.

ABSTRACT

Rosul, M. Hikam Maulidir. (2026). *“EFL Teachers’ Challenges and Strategies in Addressing Students’ Speaking Anxiety at SMK PGRI 2 Kediri”*. Department of English Language Education, Faculty of Tarbiyah, State Islamic University of Syekh Wasil Kediri. Advisors: (I) Dr.Ima Fitriyah, M.Pd.I, (II) Bahruddin, S.S., M.Pd.

Keywords: *Cooperative Learning, EFL Teachers, Pedagogical Strategies, Speaking Anxiety, Vocational High School*

Speaking anxiety is one of the most significant psychological barriers to learning English as a foreign language (EFL), particularly in vocational high schools (SMKs), where the challenges are even greater due to limited class hours, heterogeneous student proficiency levels, and curriculum constraints. While existing literature on EFL teaching and learning tends to focus on students' perspectives, this study aims to address this gap by investigating EFL teachers' perspectives. The study is therefore guided by two main questions: (1) What challenges do EFL teachers face when addressing their students' speaking anxiety in the classroom? and (2) What pedagogical strategies do EFL teachers use to reduce their students' speaking anxiety in the classroom?

The study employed a qualitative descriptive approach, using a case study at SMK PGRI 2 Kediri during the 2025/26 academic year. The study participants were six selected English teachers. Data were collected using three complementary instruments: semi-structured interviews, classroom observations, and documentation. These data were analysed using Huberman and Miles, (2002) interactive data analysis model, which includes data reduction, presentation, and conclusion drawing. Methodological triangulation was employed.

This study found that students experienced difficulties with English pronunciation and limited vocabulary. The varying levels of proficiency among students at SMK PGRI 2 Kediri presented teachers with the unique challenge of teaching speaking skills and reducing students' anxiety. To address this, teachers implemented group activities to help students practise their social skills. Providing feedback and using technology-mediated instruction in the classroom was also effective. It is therefore concluded that an integrated approach combining cooperative learning, strategic feedback and technology, supported by a psychologically safe classroom environment, constitutes an effective framework for reducing students' speaking anxiety in the context of vocational English as a Foreign Language (EFL) instruction.

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