

ABSTRACT

NINGSIH YULIANTI. (2024). "PORTRAYING AN ENGLISH EDUCATION STUDENT'S LANGUAGE LEARNING STRATEGIES IN DEALING WITH SPEAKING ANXIETY: A NARRATIVE INQUIRY. " English Education Department. Faculty of Educational Sciences and Teacher's Training. Siliwangi University. Tasikmalaya.

Speaking anxiety is one of the most prominent obstacles for EFL students in improving their speaking skills. Successful students use more language learning strategies to overcome their speaking anxiety. This study aims to portray the experiences of an English education department student in dealing with speaking anxiety. More specifically, this study focuses on student's speaking anxiety experience and the utilisation of language learning strategies. To achieve the objective of the study, a narrative inquiry is employed. The data collection methods are semi-structured interviews and photo elicitation. The interview data was translated into English, re-examined, and analysed using narrative analysis (Labov, 1972). The findings of this study indicate that a student experiences speaking anxiety due to several factors, and utilising language learning strategies helped in reducing speaking anxiety itself. The findings of this study are presented in the narrative analysis framework proposed by Labov (1972): (1) Abstract: "The motivation sparked since I was 5", (2) Orientation: "A supportive environment is my starting line," (3) Complicating action: "I was scared to speak English in front of others," (4) Resolution: "I found my ideal learning strategies," (5) Evaluation: "Good and bad experiences build the better me," (6) Coda: "I finally discovered the joy in speaking and let go of my fears." This study suggests applying language learning strategies as it can assist students in coping with speaking anxiety.

Keywords: Narrative Inquiry; Language Learning Strategies; Speaking Anxiety