EFL Learners' Views on the Use of Code-Switching in Reducing Speaking Anxiety

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Abstract

Anxiety is a common obstacle for students in English speaking classes. Many EFL (English as a Foreign Language) students struggle with speaking anxiety which makes them have to switch languages from their L1 and known as code-switching (CS). While previous studies have highlighted the benefits of CS in English language learning, particularly in speaking, little attention has been given to specifically investigating its use by senior high school students to lower their speaking anxiety. Therefore, this study aims at investigating the types of CS employed by students in the classroom and to understand the student's opinions about their experience on the influence of CS used by them to reduce their speaking anxiety. This exploratory study employed observation and interviews for data collections. This study found that students use three types of CS during speaking in English language classes, namely tag-switching, intra-sentential switching, and inter-sentential switching. Additionally, it is found that CS plays an important role in reducing students' speaking apprehension, fear of negative evaluation, and test anxiety. This research highlights the importance of CS in addressing speaking anxiety among EFL learners. Educators can use this understanding to tailor instructional approaches and provide better support for students in their language acquisition journey.

Keywords: Speaking anxiety; Code-switching; EFL learner

INTRODUCTION

In the latest report by Education First (2023), the English proficiency index for Indonesians stands at 473, positioning the country at 79th out of 113 nations in the low profociency category. The result from the report also indicates that English proficiency among school-age is considerably lower compared to working-age. In addition to this, speaking skills might become one of the competencies that is difficult to acquire for EFL learners. They encounter anxiety as one aspect that influences their speaking performance (Gumartifa & Syahri, 2021; Ratnasari & Fathi, 2020). This is also supported by Abdullah et al. (2022) who discovered that students feel anxious during question-and-answer sessions

and speaking activities in front of the class. Additionally, Eddraoui and Wirza (2020) comparing speaking anxiety between Moroccan and Indonesian high school students discovered that Indonesian students have higher levels of speaking anxiety. In English language learning, students were found to face a significant degree of speaking anxiety, mostly ranging from moderate to high levels (Alnahidh & Altalhab, 2020; Erdiana et al., 2020; Meliyani et al., 2022; Sugiyati & Indriani, 2021). In addition to this phenomenon, during observations at SMAN 6 Malang, students also experienced anxiety and hesitation during speaking activities, often due to limited vocabulary and fear of making mistakes. This led them to frequently code-switch between their native language and a foreign language, which is known as Code-Switching (CS).

CS is considered to yield positive results and also to aid in the process of language learning. It is viewed as a useful language teaching strategy in the classroom which may benefit both teachers and students (Luo, 2019; Nurhamidah et al. 2018; Rezaee & Fathi, 2021; Sameen et al., 2021; Suganda et al., 2018). Students are helped in encountering challenges in the learning process by the use of CS, for instance in expressing their ideas because of their lack of vocabulary (Nurhamidah et al., 2018). They also perceive CS as a tool to increase and to boost their confidence and engagement in EFL classes. CS makes students feel less nervous whenever the teacher calls them to answer questions (Olivera, 2021).

In reality, the use of CS in English classrooms remains a topic of ongoing debate. Some scholars acknowledge certain drawbacks associated with CS. As an example, Sakaria and Priyana (2018) argue that removing the first language (L1) in foreign or second language classroom settings will create space for exclusive exposure to the target language. On the other hand, many researchers assert the numerous benefits of CS. Luo (2019) indicates that using L1 is helpful for teaching languages, and considers L1 as a powerful tool in improving English teaching methods.

Amid the ongoing discussion, CS is widely used as an important tool that can benefit students in classrooms. As stated by Wibowo et al. (2021) it can affect students' understanding of the material delivered, increase their grades (Husni & Arianto, 2023), encourage active class participation, reduce nervousness, and increase motivation to learn English. Moreover, Rezaee and Fathi (2021) found that the practice of CS in the foreign language classroom has a positive relation with the students' anxiety levels. It helps learners feel less anxious when studying a foreign language because they can alternate between more than one language. Similarly, Maleki and Varzandeh (2016) found that CS may become of the main factors in reducing students' anxiety and increasing speaking fluency.

Previous studies have explored the use of CS in the English teaching and learning process. Murtiningsih et al. (2022) endeavored to investigate the teachers' motives and types of CS employed by teachers. They pinpointed five motives behind teachers' utilization of CS and observed three types of CS, which are inter-sentential switching, intra-sentential switching, and tag-switching. Another researcher, Sameen et al. (2021), attempted to provide CS as a solution to address the issue of demotivation among students due to language anxiety. The study found that teachers are incorporating CS in their classes to help alleviate foreign language anxiety and to motivate learners toward learning. Students reported feeling more relaxed and comfortable when the teacher employed CS, which led to increased motivation and interest in classes, as well as enhanced participation in discussions.

Similarly, Ijudin et al. (2021) revealed that using language shift is effective in learning English, particularly in the speaking subject. It was found that students preferred a

combination of Bahasa and English when learning a speaking subject. Using CS in speaking classes is beneficial, providing significant support and advantages for classroom instruction.

Even though the results of previous studies on the use of CS provide a valuable foundation that can serve as an effective tool and provide numerous benefits in learning English, little attention has been given to investigating its use by senior high school students to lower speaking anxiety. They have been limited in their focus on the use of CS by teachers and students' opinions on teachers' CS. Therefore, research on students' perspectives regarding the use of CS by students is important because it can provide information on whether students can perceive CS as a coping mechanism or strategy to overcome their speaking anxiety when speaking. Furthermore, this study can provide valuable insight to language teachers in policymaking regarding the usage of the first language by students in secondary education to overcome their speaking anxiety. Ultimately, this research revolves around two primary questions: What types of CS are employed by EFL students in the EFL classroom? And to what extent does the use of CS help students reduce their speaking anxiety during English language learning? Within a qualitative research framework, this present study aims to answer those questions by investigating the types of CS employed by students in the classroom and exploring students' opinions about their experience on the influence of CS used by them to reduce their speaking anxiety.

METHOD

This is an exploratory study that aims to investigate the views of EFL students on how code-switching helps them with anxiety issues. Exploratory studies are shaped as small-scale qualitative designs. Creswell (2014) states that a qualitative study is suitable for investigating and comprehending individuals or phenomena. This is in line with the aim of this research, which is to provide an in-depth understanding of the code-switching phenomenon used by students in English classes. This study occurred in a public senior high school in East Java, Indonesia. One class containing 34 students participated in this study. The students are currently undergoing their second semester in 11th grade in the 2023/2024 academic year. This setting was selected because both students and the teacher found the use of CS in the classroom.

This study employed two instruments in collecting the data, i.e., class observations and semi-structured interviews. Class observations were conducted to explore the types of CS used by the students and their effects on the speaking activities in the classroom learning process. Observations were carried out during three meetings where the researcher sat in the class for 2 hours at each meeting. The researchers utilized observation guidelines designed to assess students' interaction and engagement when employing CS and the types of CS used by students in class during the learning process. At the beginning of the lesson, the researcher asked for approval from all students in the class because the class was audio-video recorded, which the researcher used to double-check the data obtained in class.

After the completion of the observations, in-depth interviews were conducted to gain deeper insights into the students' experiences with the use of CS for reducing their speaking anxiety. Since in-depth interviews can help the researcher to dig deeper into the topic under discussion through direct information from participants about their experiences, values, and feelings, it is used in this study (Cohen et al., 2017). The interviews were conducted using purposive sampling. Three students who are the most active and often use CS during classroom activities and three who are the least active were selected to participate in a face-

to-face interview. Based on the objectives of this study, six main open-ended questions were formulated that can be followed by follow-up questions according to the responses from the participants. The questions are formulated into three dimensions of foreign language anxiety (Horwirtz et al., 1986). The interviews were recorded for further use. Initially, all participants were asked for consent to be interviewed and audio recorded.

The researcher used the procedures Murtiningsih et al. (2022) used to analyze the data obtained. First, the researcher transcribed the data from the interview process by listening to the audio recording. After transcription, coding was done to identify patterns in the interviewees' responses. Based on the research questions, similar answers were themed and organized to answer the research questions.

To ensure the trustworthiness of the data, the researcher employed several validation strategies. Firstly, member checking was conducted to validate the interview results. This involves sharing the findings with the participants, allowing them to review and confirm the accuracy of the interpretations. Additionally, method checking was implemented by comparing the outcomes of interviews and observations. This process involves cross-referencing the data collected through interviews obtained through classroom observations, ensuring consistency in the research findings.

RESULTS AND DISCUSSIONS

The results of the studies are classified into two sections: the types of code-switching used by the students and the student's opinions regarding the code-switching roles in helping them reduce speaking anxiety in EFL classrooms.

Types of CS used by the students in EFL classrooms

The results of observations during classroom learning became data for the researcher to answer the first research question in this study. The observations provided important information about the types of CS performed by the students when speaking in EFL learning activities. In this study, Poplack's (1980) theory is employed to classify the types of code-switching grammatically: tag-switching, intra-sentential switching, and inter-sentential switching.

Table 1. The Data Findings of the Types of Code-Switching Used by Students

Observation	Number of Utterance of Code-Switching		
	Tag-switching	Intra-sentential CS	Inter-sentential CS
Meeting 1	3	4	2
Meeting 2	6	11	3
Meeting 3	5	20	1
Total (100%)	**14** (25.5%)	**35** (63.6%)	**6** (10.9%)

Table 1 shows the frequency of students using CS when speaking in EFL classrooms in 3 meetings. It also presents the occurrence frequency of each type of CS used by the students, including tag-switching, intra-sentential switching, and inter-sentential switching. The table shows that, compared to inter-sentential switching and tag-switching, intra-sentential

switching has the highest frequency of use by students, which appears 35 times or 63.6 % of the total utterances. Students most frequently employ this type because they shifted to Bahasa when they were having trouble finding the appropriate vocabulary to use when speaking. Students engage in code-switching when they communicate with the teacher in the classroom. For instance, while making comments or responding to the teacher's questions.

Tag-switching

Tag switching refers to code-switching, which involves inserting a tag from one language into an utterance of another language. Tag switching might appear as an interjection, sentence filler, and discourse marker (Fanani & Ma'u, 2018). When observing students in the EFL classes, the researcher discovered that they were using tag-switching when they spoke in English class. In three classroom observations, this type appeared a total of fourteen times. For example, the student said:

For the cause, kan?

From the utterance above, the student inserted a tag from Bahasa at the end. The student wanted to seek confirmation or agreement from the listener by using "kan," which is similar to "right?" or "isn't it?" in English. Another example is:

The farmer plants many seeds. Therefore, he gets, eh, ya, a lot of plants.

The example above demonstrates that students insert two tags, with "eh" as a discourse marker indicating hesitation and "ya" to seek confirmation or agreement from the listener. Similar words in English for "eh" in this context could be "right?" or "uh?" and for "ya," it could be "right?" or "you know." In short, the students used tag-switching when they spoke in the learning process.

Intra-sentential switching

Intra-sentential switching refers to switching that occurs within a clause or a sentence boundary. The data obtained from the observations indicated that students used intra-sentential switching during classroom speaking activities. In their spoken English sentences, they inserted words from Indonesia. Below are some examples:

She wants to menyemangati the player.

From that utterance, the student inserted the word "menyemangati," which is similar to "encourage," in the middle of the English sentence. This was done because students spoke without knowing the English word "menyemangati" within their vocabulary.

The vessel carrying fuel sank in the sea, so fuelnya tidak sampai.

In this utterance, the student incorporated the suffix from the Indonesian word "nya" behind the word "fuel," which is similar to "its fuel" in an English sentence. This shifting occurs likely because the student finds it more convenient to use the Indonesian possessive pronoun "nya" when speaking. The student also inserted the word "tidak sampai" in this sentence, meaning "did not arrive." This shifting might reflect the student's English proficiency and tendency to mix languages for clarity in communication.

Since the sea level rises, banyak pulau yang tenggelam.

This utterance contains the insertion of the Indonesian phrase "banyak pulau yang tenggelam," meaning "many islands sank" within an English sentence. The student probably used this shifting to make speaking easier.

The examples above demonstrate that the students switched from English to Bahasa within a single sentence. Intra-sentential switching represents the most frequently encountered type of code-switching from the total observations. In a total of three meetings, this type appeared about 35 times. The students implemented this way because they needed more vocabulary. The students' statements support this during the interview process. They also stated the same thing that vocabulary becomes one of the reasons why they use code-switching. This is also in line with the findings of Subon and Tarmim (2021) and Thao (2021) that students use code-switching to overcome their vocabulary knowledge in English.

Inter-sentential switching

Inter-sentential switching refers to alternations between different sentences, where the next sentence starts with a new language after the completion of the first language in the first sentence. From the observations, students were found to alternate between the English language and Bahasa in different sentences. However, this represents the least frequently encountered type during the observations. This type appeared six times in a total of three observations. Below are samples of the utterances:

I didn't want to go to school—Ga mau sekolah aja.

From this utterance, students shift the language into Bahasa in the second sentence and use it as a repetition for the first sentence. This is done to emphasize the first sentence's meaning and help the listener understand what is meant to be said.

Since there was segregation in the US. Yang 3e kan, Miss?

The above code-switching utterance occurs at the sentence level, beginning with English sentences followed by Indonesian sentences. The second sentence is used to add clarification to the first sentence. In short, the students employed inter-sentential code-switching by utilizing two languages across different sentences when they spoke in EFL learning.

Code-Switching Role in Reducing Speaking Anxiety in EFL Classrooms

In answering the second research question about how CS can help reduce students' speaking anxiety, the researcher conducted in-depth interviews with three low-achievers and three high-achievers to gain deeper insights into their experiences using CS. The results of the interviews were grouped into three themes based on the dimensions of foreign language anxiety from Horwitz et al. (1986), which include communication apprehension, fear of negative evaluation, and also test anxiety. Below are the discussions about each dimension:

Code-switching in reducing communication apprehension

The interview sessions found that using CS in English lessons significantly creates a comfortable environment, which ultimately helps students reduce their communication apprehension. From the interview, the 1st, 3rd, and 4th participants have similar opinions that using CS can make them feel comfortable because they feel assisted when speaking due to their lack of vocabulary. Using CS also helps them make other people understand the message they want to convey. This is articulated in the following example statement:

"It feels comfortable because the teacher allows the use of CS because it's like being more assisted in conveying the message. And it also helps other people understand our intentions." [Excerpt 1, Participant 4]

This statement highlights the role of CS in helping students reduce their communication apprehension by making them more comfortable when speaking. It also highlights the significance of linguistic scaffolding in facilitating effective communication, especially for students with limited vocabulary knowledge in the target language. This finding resonates with Thao (2021), who states that students agree and even strongly agree that CS makes them feel more comfortable expressing themselves. Lack of vocabulary commonly becomes one of the factors causing anxiety among students. Dwimaulani (2018) stated that limited vocabulary is the biggest factor causing students to feel anxious about speaking. Because of this, students feel more at ease speaking in class if they can switch to their L1 when they run into difficulty.

However, critically considering its long-term implications for language development is important. Although CS seems to provide immediate assistance by helping students communicate more comfortably due to their vocabulary gaps, relying too much on CS could hinder students' efforts to broaden their vocabulary and gain more fluency in the English language. Therefore, teachers must be able to balance between providing linguistic support and fostering linguistic autonomy. Teachers must think carefully about effectively scaffolding language use while motivating students to expand their language repertoire.

Apart from feeling comfortable, CS can also boost students' motivation. However, compared to high achievers, low achiever students are the participants who feel most motivated to speak in class if allowed to use CS, as expressed by one of them:

"Exactly. I'm very motivated (to speak in class if using CS) because, you know, it's just easier when using code-switching. Again, there are languages that I can't learn. Then I can change that language to Indonesian." [Excerpt 2, Participant 1]

Low-achiever students feel significantly motivated because using CS makes it easier to switch their language when they encounter difficulty looking for vocabulary. This is in line with the findings of Wilda et al. (2023), who discovered that CS has a function that eases expression. One of the functions of CS is to make it easy for someone to express their feelings. However, high achiever students must express that using CS highly influences their motivation. As one of them said:

"CS still motivates me somewhat, but even if it's not there, I'm still fine. But if there is CS, it's nicer because the conversation can be more relaxed." [Excerpt 3, Participant 6]

Even without CS, high achiever students are still motivated to speak in class and attempt to use English. The varying impacts of CS on motivation between low-achiever and high-achiever students highlight the importance of unique student characteristics and competency levels. This difference is supported by the study of Luo (2019), which revealed that students' proficiency level becomes an important factor contributing to their preferences regarding the use of CS. However, using CS still positively impacts helping high-achiever students feel more relaxed when speaking English. Ahmad and Jusoff (2009) expressed that CS makes learners feel more relaxed when learning English. This condition could make students more active in English-speaking activities and foster more effective

learning. These findings can explain the importance of using CS strategies in English language learning for students who experience speaking anxiety, especially for low-proficiency students. This also suggests that educators should tailor language instruction and strategies to meet student's diverse needs and proficiency levels in the classroom. In short, using CS is highly beneficial for students in providing a comfortable environment and boosting motivation to speak in class to decrease their communication apprehension.

Code-switching in reducing fear of negative evaluation

The results of the interviews show that CS can provide both high-achiever and low-achiever students with more confidence in expressing their opinions in class. The 2nd and 4th students believe that their confidence increases with the use of CS. As one of them said below:

"With using CS, my self-confidence can grow even more so that I can speak English freely."
[Excerpt 4, Participant 4]

Students feel that CS positively impacts their confidence when they speak in the English classroom. This is supported by the previous study by Olivera (2021), which states that using CS boosts confidence during English classes. The feeling of confidence can help students become more active and feel free to speak in English-speaking activities without fear of negative judgment, as they can switch to their L1 when trying to convey their opinions during class activities. Students are also braver because they are not burdened with the rules of speaking full English, and they know that they can use Bahasa to cover their language when they encounter difficulties, as said by another student:

"Yes (more confident and braver in expressing opinions). Because of CS, vocabulary that I can't say or don't know the meaning of can be covered by Indonesian. So, it's not corrected anymore like, 'Oh, you should use this, use that.' So, because I speak in Indonesian, not in English." [Excerpt 5, Participant 3]

Another student expressed that using CS would be better to avoid using the wrong vocabulary and receive negative judgment, as stated:

"....when nervous, we might blank out, so using CS is better than possibly getting the vocab wrong and being judged by the listener." [Excerpt 6, Participant 5]

The student experiences, as seen in the excerpts from the interview, highlight how CS gives students a feeling of a linguistic safety net that allows them to speak more freely without worrying about making mistakes or receiving negative judgment. Several studies have found that fear of negative evaluation is a factor that contributes to students' anxiety (Alnahidh & Altalhab, 2020; Rachmawati & Jurianto, 2020). It is a common challenge to language development, as students may be hesitant to speak or express themselves for fear of making mistakes or being judged by teachers or peers. Thus, CS offers a solution to this anxiety by allowing students to switch to their L1 when conveying their opinions. Students feel that using CS could help them avoid the fear of making mistakes and receiving negative judgment when they speak English. This is reinforced by statements from Sameen et al. (2021) that CS may help students overcome their fears and express themselves more freely.

This is because CS offers less restricted ways of communication. CS supports the students in encountering unfamiliar vocabulary or grammar structures when speaking.

Additionally, CS can make students more courageous in answering questions from the teacher. The 1st and 6th students have the same opinion regarding this one. One of them explained:

"....because I know that CS is allowed in class, so I'm braver (to take a risk answering teacher's question). Because I feel even if the English I use is wrong, it can still be covered by using Indonesian." [Excerpt 7, Participant 6]

They feel braver to take risks because the presence of CS gives students a sense of security and support as the presence of CS makes them feel that errors in English language usage can be covered by using their L1. The 5th student also mentioned:

"Well, it's helpful (giving courage to take the risk of answering the teacher's questions). Because in my opinion, if I already have the answer, so why not just convey it even if it's not in full English, just use CS." [Excerpt 8, Participant 5]

For her, using CS can provide an opportunity for students to be more willing to answer questions from the teacher. This is in line with the study by Noorbar and Mamaghani (2016) that CS has a meaningful impact on students' willingness to communicate in the classroom. As expressed by the interviewee, the allowance of CS provides a safe situation, allowing them to convey their thoughts and answers even if not fully expressed in English. CS provides students with the opportunity to actively participate in classroom discussions. As reported by the findings from Olivera (2021) that CS has a positive effect on boosting the engagement of students during English classes. In brief, implementing CS in English classes can provide practical support in boosting students' confidence and reducing the fear of negative evaluation which could then enhance students' willingness to participate in the classroom activities.

Code-switching in reducing test anxiety

The result of the interview stated that the use of CS can reduce test anxiety in class. High-achiever students stated that allowing CS in class can reduce their nervousness when doing speaking tests, as stated by one of them:

"It's definitely helpful (overcoming nervousness during speaking tests). Because maybe it reduces nervousness since we're allowed to use CS. So we don't have too much pressure to hold back. So, it's relaxed, even if we don't know the word in English, we can use Indonesian." [Excerpt 9, Participant 5]

Tests, especially oral assessments, can be anxiety-inducing for students, as they may feel pressured and anxious to perform perfectly in a language that is not their first. As stated by Horwitz et al. (1986) that oral tests have the potential to cause anxiety in students. However, by allowing students to utilize CS during assessments, it could help students overcome feeling nervous and alleviate the pressure they have during the tests, thus it helps students in becoming more relaxed. It gives them a safety net to overcome linguistic difficulties or new vocabulary.

However, low achiever students conveyed that they still feel nervous during tests, but the presence of CS helps them to reduce their nervousness slightly, as expressed:

> *"It's reduced, but the nervousness is still there... So I'm still nervous. But if CS is allowed, I'm a bit more confident. But still nervous."* [Excerpt 10, Participant 3]

According to them, even though they already use CS, the feeling of nervousness remains when they are speaking. However, they feel less nervous compared to using full English. The feeling of nervousness of the low-achiever students shows that even though using CS seems to be beneficial in reducing test anxiety, its effectiveness may differ based on the distinctive characteristics and proficiency levels of each student. The finding that low-achiever students still experience nervousness during tests, despite the allowance of CS, has the implication for English educators in seeking additional support may be needed to address underlying factors contributing to students' test anxiety. With the assistance of additional support, students will not rely too much on CS, which could hinder their language development, thus enabling CS to be optimally utilized to help students overcome their test anxiety.

The use of CS also reduces the fear of failure when taking tests. Both high and low-achiever students stated that CS has a significant positive impact. The 2nd, 3rd, and 4th students have the same opinion that CS has positive effects on their fear of failure on tests because it influences their self-confidence. Here's one of the examples from the students' statement:

> *"In my opinion, the influence of CS on fear of failure and also getting bad grades is quite significant. Because the use of CS has a more positive influence on me, which is to increase my self-confidence. ....So, the feeling of fear of failure disappears, so it (CS) can eliminate the fear of failure."* [Excerpt 11, Participant 4]

Moreover, the 5th and 6th student adds additional perspective, pointing out the role of CS when they perform an oral test:

> *"The influence of CS in overcoming fear during speaking or fear of getting bad grades has a positive impact on me. Because with the use of CS, I become more relaxed in speaking English and not too burdened with grammar or vocabulary."* [Excerpt 12, Participant 5]

Students feel relaxed and not burdened with vocabulary or grammar when speaking because they can use Bahasa when they don't know what to answer or to say. Therefore, they feel more relaxed when speaking and do not worry about receiving a low score. This finding is supported by a statement from Meyer (2008) which states that test anxiety can be mitigated by allowing the use of first language. Additionally, Aparece and Bacasmot (2023) also stated that the use of CS can reduce students' anxiety and help them respond better to test instructions. This finding may give valuable insight in understanding the role of CS in addressing students' test anxiety in the learning process. Therefore, teachers can consider the implementation of CS as a pedagogical approach in supporting their students in managing anxiety and performing optimally in English language learning. In short, this finding can underscore the role of CS in addressing test anxiety among students.

CONCLUSION

Throughout the paper, the types and roles of CS in helping students reduce their speaking anxiety are presented. This study found that students use three types of CS during speaking in English language classes, namely tag-switching, intra-sentential switching, and

inter-sentential switching. Intra-sentential switching type is the most frequently used by students, as CS is mostly employed to assist them when they are stuck while speaking and do not know which vocabulary or grammar structure to use. This study also explores the extent to which the role of CS helps students overcome their speaking anxiety. Based on the findings, CS can assist students in reducing their speaking apprehension, fear of negative evaluation, and test anxiety. Both high-achiever and low-achiever students feel that the use of CS can provide comfort and motivation to speak in class. Additionally, CS helps students become more confident and reduces the fear of negative evaluation which could then enhance students' willingness to express their opinions in the classroom activities, as well as motivates them to actively participate in answering teachers' questions. Moreover, CS reduces their nervousness, which subsequently increases their confidence during the oral test, and also makes them less afraid of failure because they are unburdened by the demand to speak in full English.

Speaking anxiety remains a significant challenge for many English language learners, and it requires strategies that can help students overcome it. This study highlights the crucial role of CS in addressing the issue of speaking anxiety among English language learners. By acknowledging the effectiveness of CS in alleviating speaking anxiety and improving students' speaking skills, educators can customize instructional approaches to provide better support for learners in the language acquisition process.

Even though this study provides valuable insights into the field of CS practice in Indonesian EFL classrooms, it is critical to acknowledge the limitations. The study's main drawback is its reliance on a small, self-selected participant group. Because of this selective participation, the results may not be universally applicable or generalizable to all Indonesian EFL learners, even though the findings are informative for this specific group. To improve the results' external validity and generalizability, future studies should focus on incorporating a more extensive diverse group of Indonesian EFL learners. Expanding the number of participants would not only give the results more validity but also produce more reliable and broadly applicable conclusions.

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