

The Strategies in Reducing the Students' Anxiety in Speaking English at SMA Pergis Yapki Maros

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Article History

Received : Jan 14th 2022

Revision : Feb 27th 2022

Publication : March 30th 2022

ABSTRACT

This study was conducted to investigate how are students' strategies in reducing their anxiety in speaking English and what are factors affecting students' anxiety in speaking English. This research was applied to students at SMA Pergis Yapki Maros. This study employed qualitative approach. The data were obtained from observation, recording, and interview. The researcher made observations using video recording devices and field notes. The findings showed that aspects of anxiety were: Worried, Nervous, Fear, and Shame. Moreover, the effects of anxiety were: Lack of confidence, Lack of Material Mastery, Forgetting the Material or blank, Lack of Concentrate and Unsatisfied Result. Furthermore, the strategies used by the students to reduce their anxiety in speaking English were : Preparation, Relax, Self Confidence, Peer Seeking, Ignoring Audience and Holding Script

Keywords: Anxiety, Aspect of Anxiety, Effect of Anxiety, Students' Strategies

INTRODUCTION

The research conducted by the researcher relates to the anxiety felt by the XII IPA students of SMA Gigis Yapki Maros, Maros Regency, Indonesia when learning English is taking place. English is officially an international language that is applied globally, so it is hoped that the generations can speak English both orally and in writing.

Speaking ability is one of the positive characteristics that need to be developed even in the world of education. Unfortunately, there are still many students who have not been able to speak in public. Pollard (2008) said the ability to speak is a difficult skill for students to master. Their anxiety, nervousness and fear make them reluctant to speak in English in public. Horwitz et al. (1986) states that the language anxiety felt by students is very complex. Student anxiety often arises when learning a foreign language in the classroom. However, the anxiety cannot be removed from the students.

Al Nakhalah (2016: 101-103) suggests that the existing barriers are also based on psychological factors. Psychological factors that can underlie are, shame, fear, lack of confidence, anxiety, and lack of self-motivation. However, the main underlying factor is anxiety which is common in most Senior High School students. In order to accomplish students' anxiety level in speaking, school-based curriculum (K 13) provides speaking as one of the skills that must be taught and learned at senior high school. The teaching of English especially in speaking at Senior High School, speaking has been taught since first of English teaching period.

Based on my experience when I taught English at SMA Pergis Yapki Maros since 2005, most of students feel anxious when they are speaking in English, especially when they want to speaking perform in front of the class. Some students feel anxious when they want to perform because they are afraid of being wrong in pronunciation, language structure, and intonation in speaking English. Some of them are also anxious to perform because they are embarrassed and afraid of being laughed by their classmates.

Sometimes, freedom of speech will be much limited when students speak in English. if the anxiety they feel continues, they will have a bad impact on language learning. The ability to speak is needed in mastering learning English. Thus, students are expected to be able to find appropriate strategies to solve the anxiety problems they face when speaking in English either with the teacher or with their friends.

Based on the reason above, the researcher is interested to observe and conduct a research under the title "The Strategies in Reducing the Students' Anxiety in Speaking English at SMA Pergis Yapki Maros."

LITERATURE REVIEW

Concept of Anxiety

Anxiety can be interpreted as feeling depressed, tense, nervous and worried related to a problem, in this case learning a foreign language (Horwitz et al cited in Nascente, 2001). the existence of anxiety in students can affect them in the learning process. Therefore, these factors must also be considered.

MacIntyre & Gardner (1991b) outlined three main approaches. The first approach considers language anxiety as a "Trait Anxiety". The second type of perspective describes foreign language anxiety as "State Anxiety". And the third approach considers foreign language anxiety as a kind of "Situation Specific Anxiety".

The Factors Cause of Students' Anxiety in Speaking English

According to Zhiping & Paramasivam, (2013: 5- 6) There are three factors causes of students' anxiety in speaking English, namely:

1. Fear of speaking inaccurately

Inaccuracies in speaking are one of the biggest fears faced by students. Their inability to find the right words when speaking becomes their biggest problem. This fear is not about negative comments given by classmates or teachers, but rather about feeling satisfied when they can speak correctly which they need more vocabulary.

2. Fear of being in public and shyness

According to Horwitz et al (1986) Some of the common traits in personality make it the basis for communication anxiety, these common traits are shy and quiet. These levels depend on each individual. When we ask about participants' feelings while speaking English in class, Iranian 2, 3 and Algerian 1 note shyness as a reason for their anxiety. Iranian 2 says "I am typically a shy guy, I don't like to start communication much" while Algerian 1 notes that "When I present I am a shy guy I feel somehow afraid ... it is because I'm afraid of facing the public." Iranian 3 says "I had more anxiety last term because I had presentation, so I had lots of anxiety to work more and to present in public."

3. Fear of negative evaluation

Most of the students who were interviewed stated that their fear of speaking was fear of negative comments and feedback given by their classmates and judgments made in public with words that might demean them given by the teacher. In addition, there is excessive fear and worry about the opinions he gets from other people.

4. Fear of making mistakes and apprehension about others' evaluation

The feelings of fear, panic, and worry felt by students when speaking in front of the class which is also caused by fear of making mistakes, fear of looking awkward, stupid and other negative feelings that may be given to him by classmates or others. Starting from there, students always find it difficult to learn and speak in front of the class in a foreign language.

Strategies to Reduce Students' Anxiety in Speaking English

According to Kondo & ling (2004: 262) state that there are five strategies to reducing language anxiety in speaking English, namely, preparation, relaxation, positive thinking, peer seeking and resignation:

1. Preparation

The first thing that can be done is with the preparations that have been made. Preparation can be interpreted as an attempt to control the situation when a threat comes which can be done by improving student learning or learning strategies. The preparation carried out can refer to the components that a person does in order to carry out effective learning in the classroom. In the preparation that is done, it is expected to increase students' competence, which can reduce the anxiety they face. Therefore, preparation can also be referred to as a stage or process to prepare for various things, even exams and or assignments.

Some steps that can be taken when preparing are to study harder about the language being studied, in this case English, try to ask questions and discuss with friends who do have better skills in English, try to check the dictionary, try to always have the courage to ask the teacher, give more focus to learning in the classroom and there are many more steps that can be taken by students according to the difficulties they face.

2. Relaxation

Perform several stages of relaxation. Relaxation refers to providing effective attention to reduce the anxiety and worry that comes with it. Relaxation can also restore self-balance and also launch blood circulation which can reduce symptoms of anxiety and is also a mental relaxation that can make the body much lighter. Some ways that can be done for relaxation are taking a deep breath, closing your eyes, being calm, looking at the clock and so on.

3. Positive Thinking

Another step is to think positively. Positive thinking in this sense refers to changing negative opinions into more positive ones about learning English. Positive thinking, we can suppress the symptoms that may bring pressure and stress in ourselves. The purpose of positive thinking refers directly to more pleasant thoughts about something, so that it can reduce feelings of anxiety that come to students.

The ways that students can apply positive thoughts are to believe in themselves, believe in their abilities, be calm, try to do their best with all possible consequences, try not to worry about the results that will be received, enjoy learning English, and make anxiety that exists as self-motivation to do the best, as well as various other ways.

4. Peer Seeking

Looking for the same friend, or called peer seeking. This step can be done by looking for friends who are also experiencing the same difficulties. Before taking this step, students must have self-awareness of the shortcomings they have in learning the English language being taught. Peer seeking can also help them to vent the emotions they are currently facing by providing mutual support. Several steps that can be taken with peer seeking are to inform them that it is not only themselves who are experiencing difficulties, but there are still many who experience it, conduct discussions and also share emotions and other knowledge with those who feel the same anxiety, and talk with other friends around.

5. Resignation

The last category in anxiety is resignation, which is a situation where students are reluctant or unwilling to try again to become better. The anxiety felt by students can make them give up which is followed by resigning activities, and they are reluctant to try again. The term "accepting reality" becomes a shield for students

to face the stress they feel. Thus, people who surrender always feel that their efforts will be in vain.

However, students who cannot control their anxiety will end up resigning. Participants who withdrew did not have positive expectations for the results in their studies. they will more often accept the situation of those who are not able to master a second language, which is indicated by the accumulation of realities that show their failure.

METHOD

Research Design

This research employs the descriptive qualitative method. According to Sugiyono (2008: 8), qualitative studies can also be called naturalistic studies with a scientific setting and are often used in the study of cultural anthropology. Sugiyono (2008:12) also stated that qualitative studies have several characteristics, namely natural settings, in the form of words and pictures, more referring to processes, carried out inductively, and also emphasizing existing meanings. The qualitative data sought in this study was carried out in order to obtain strategies to reduce students' anxiety in speaking English in front of the class, which were obtained using several instruments such as observation, interviews, and document collection. The research can be illustrated through a conceptual framework image as follows:

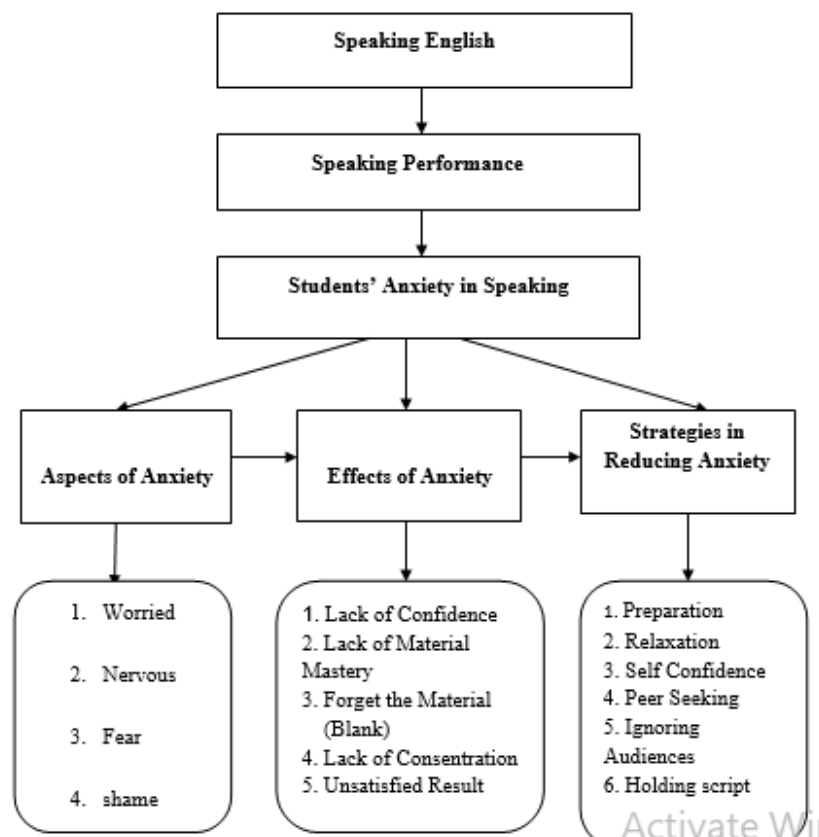


Figure 3.1. Conceptual Framework

Instrument of The Research

Several instruments are used to support this research, those instruments used are: Observation Sheet, Interview and Recording.

1. Observation Sheet

The first instruments used by researchers in their research, one of which is observation. In the process of observation, it is intended to know the real situation without any manipulation of field data. The researcher used an observation sheet to record all the possibilities found in the research process regarding students' anxiety in speaking English in front of other people.

2. Interview

The interview technique is usually used by researchers by holding questions and answers with the informants they have determined. Interviews were conducted directly with the informants to find out their efforts to reduce anxiety that affects their ability to speak a foreign language. Semi-structured interviews were conducted by researchers to students when they had finished learning with the criteria of those who had displayed their speaking performance in front of the class to find out the strategies, they used to reduce the anxiety they experienced.

3. Recording

Recording is an important technique in conducting research by researchers. In this case, recording is needed to avoid missing data during the data collection process. The things that can be a supporter of the required information will be recorded by the researcher during the data collection activities carried out. Interview techniques were also carried out in the form of audio and video, which used technology that could accommodate these activities, as evidence of data collection in research.

Procedure of Data Collection

The following procedure of collecting data cover several type:

1. The researcher observes the class by attending the class directly after getting permission from the teacher to research student activities in the classroom.
2. when making observations, the researchers also recorded both audio and video all the activities that occurred in the classroom which were related to speaking English in front of the class carried out by the students.
3. During the observation, the researcher took important notes during the process.
4. The data obtained relates to the type of anxiety that the students experience during learning to speak English.
5. The data obtained is then made into written form that can be used as research evidence.

3.4 Technique of Data Analysis

The analyze of data will be conducted by the researcher after the following data are being collected. In the proses of the data analysis, the recording and video of the interview will be transcribed into written forms. The qualitative data analysis is used by the researcher based on Miles & Huberman's theory (1994) in Atmowardoyo (2010), which stated that the data is collected then analyze. The result of analyzed data will be displayed and verified. There are 3 (three) steps of data analysis in this research, they are: data reduction, data display, and conclusion and verification.

RESULTS AND DISCUSSION

Findings

Aspects of Anxiety

The research conducted stated that there were 4 (four) aspects shown by students during speaking performance, namely worried, nervous, fear and shame.

a. Worried

From the results of direct interviews with students, they feel worried when showing their speaking performance. Examples of extracts given by researchers are as follows:

Extract 1

Researcher : *Apa yang kamu rasakan ketika tampil berbicara atau speaking performance ?*

: What do you feel when speaking performance?

Student : *Saya merasa cemas Bu. (I am worried Mam)*

Researcher : *Apa yang menyebabkan kamu merasa cemas?*

Student : *Karena tidak terbiasa tampil berbahasa inggris di depan teman-teman. Saya khawatir salah pengucapan bahasa inggris ku.*

In the interview script shown above, it shows that students feel worried or doubtful when showing their speaking performance in English in front of the class. The sentence that states "*Yes, I'm worried*" indicates that this feeling exists when students feel they are not prepared enough or feel unprepared to display their English-speaking skills.

b. Nervous

From the results of direct interviews with students, they feel nervous when showing their speaking performance. Examples of extracts given by researchers are as follows:

Extract 2

Researcher : *Apakah kamu merasa cemas sebelum tampil speaking performance ?*
Do you feel anxious before speaking performance ?

Students : *Iya, saya gugup, dumba-dumba sehingga tidak percaya diri.*
Yes, I feel nervous so I don't have self confidence.

Researcher : *Bagaimana kecemasan yang kamu rasakan ketika tampil berbicara?*
How kind of anxiety do you feel when speaking performance?

Students : *Saya Gemetar dan berkeringat sampai tidak bisa berkata apa-apa lagi.*
I'm shaking and sweating until I can't say anything more.

From the explanation of the interview script above, some of the students felt nervous when showing their speaking skills in front of others. Several things can affect the nervousness they experience, one of which is stage fright which can be seen in the sentence "*I feel nervous so I don't have self confidence in speaking performance*" The emergence of these feelings can come suddenly from the students themselves, "*I'm shaking and sweating until I can't say anything more*". Thus, the feelings that arise can be referred to as symptoms of anxiety.

c. Fear

Some students who have completed their performance in speaking in front of the class stated some of the information stated in the following data:

Extract 3

Researcher : *Perasaan cemas seperti apa yang anda rasakan?*
What kind of anxiety do you feel?

Student : *Saya merasa takut Bu,(I am afraid, Mam)*

Researcher : *Kenapa kamu merasa takut? (Why are you afraid)*

Student : *Saya takut salah pengucapan bahasa inggrisku Bu,*
I am afraid my English pronunciation is wrong Mam.

From the interview script conducted by the researcher with several students, it was stated that the anxiety experienced by students was based on feeling afraid when showing their ability to speak English in front of other people. Some of the reasons are because they are afraid of making mistakes and also afraid of getting criticism and negative comments from others. In the interview above, the student expressed his fear as indicated by the sentence "afraid" which means there is a fear in showing the performance of speaking English in front of classmates and teachers.

d. Shame

From the results of direct interviews with students, they feel shy when showing their speaking performance. Examples of extracts given by researchers are as follows:

Extract 4

Researcher : Apa yang kamu rasakan ketika tampil berbicara ?

What do you feel when you speaking performance?

Student : Saya merasa malu. (I am shy)

Researcher : Mengapa kamu merasa malu? *Why do you feel shy?*

Student : Karena semua teman melihat ke arah saya.

: Because all my classmates look at to me.

The interview script shown above, shows that one of the reasons the student experiences symptoms of anxiety is because of shame, which is indicated in the sentence "I am shy". Thus, students' anxiety in showing their performance when speaking English in front of the class is due to the shame of being ridiculed or vilified because of their appearance.

4.1.2 The Effect of Anxiety

Anxiety that exists in a person, of course, will have several effects on that person. According to research conducted by expert researchers, the effects of anxiety on a person include 4 (four) namely less of self confidence, decrease in mastery the material, forgetting the material or blank, less of consentration, unsatisfactory achievement. All obtained from the results of interviews and observations made to students when asked to speak in English in front of other people.

a. Lack of Confidence

The results of interviews conducted by researchers with students, namely a decrease in their confidence when they get anxiety attacks to perform speaking performance in English. Some of the students don't have self-confidence so they cannot perform optimally in speaking performance. The proof shown in the extract below:

Extract 5

Researcher : Apakah pengaruh kecemasan yang kamu rasakan terhadap penampilanmu saat berbicara ?

: What is the effect of your anxiety to your speaking performance?

Students : Saya merasa tidak percaya diri untuk tampil berbicara.

I feel don't confidence in speaking performance.

The interview script that has been conducted by the researcher with the students shown above, shows that one of the consequences of the anxiety they feel is their lack of confidence in the appearance that is displayed. This is indicated by

the sentence *“If I am anxiety, I feel don’t confidence in speaking performance”*. Referring to the statement that has been shown, when these students feel anxious about their performance, their confidence will also be affected which causes a lack of confidence and not optimal performance displayed.

b. Lack of Mastery the Material

Some interview results also show that if students feel anxious about their English speaking performance, then they will also experience a lack of mastery of the material, which can be shown as follows:

Extract 6

Researcher : Apa pengaruh kecemasan yang kamu rasakan ketika speaking performance?

: *What is the effect of anxiety you feel when you speaking performance?*

Student : Saya merasa tidak menguasai materi dengan baik ketika tampil berbicara di

depan teman-teman.

: *I feel that I do not master the material when I perform to speak in front of my friends.*

Student : Karena gugup, penguasaan materi saya langsung hilang.

: *Because of nervous, my mastery of the material immediately disappeared.*

The interview script that has been conducted by the researcher with the students shown above, shows that one of the consequences of the anxiety they will lack in mastering the material. This is indicated by the sentence *“I do not master the material when I perform to speak in front of my friends”*. Referring to the statement that has been shown, when these students feel anxious about their performance, their mastering in the material will also be affected which causes a lack of mastering in the material and not optimal performance displayed.

c. Forgetting the Material or Blank

Another effect obtained from the anxiety experienced by the students in their English-speaking performance was forgetting or being blank about the material. This can happen if students experience anxiety about the results of their appearance, which can be shown by the evidence below:

Extract 6

Researcher : Apakah perasaan gugup atau cemas itu berpengaruh dengan penampilanmu?

: *Does your nervous affect to your performance?*

Student : Sangat Berpengaruh Bu. Terkadang sudah banyak yang di persiapan tapi karena ada rasa ragu, nervous jadi campur aduk sehingga hilang atau blank tidak tau apa yang mau dibilang.

: *Very influential. Sometimes a lot has been prepared but because there is a sense of doubt, the feelings get mixed up so I am blank and do not know what to say.*

Student : Biasanya karena gugup saat tampil, semua materi yang sudah dihafal tiba-tiba di lupa.

: *Usually because of nervousness whe performing then all material tha has been memorized suddenly forgets all.*

The interview script that has been conducted by the researcher with the students shown above, shows that one of the consequences of the anxiety forgets the material or is blank on the material to be delivered and ends up unable to continue his speech. The anxiety can result the students' may loss or forget the subject. This is indicated by the sentence "*I forget what to say and suddenly blank*". Referring to the statement that has been shown, when these students feel anxious about their performance, their material will be missing and they can forget their speech.

d. Lack of Consentration

Another effect obtained from the anxiety experienced by the students in their English-speaking performance was cannot concentrate to speak in front of other people. This can happen if students experience anxiety about the results of their appearance, which can be shown by the evidence below:

Extract 7

Researcher : Apakah kecemasan yang anda rasakan pada saat speaking performance berpengaruh terhadap penguasaan materi anda?

: *Does feeling anxious affect to the mastery of material in speaking performance?*

Students : Karena gugup biasanya saya jadi kurang konsentrasi dengan apa yang ingin saya katakan saat speaking.

: *Because I'm nervous, I usually do not concentrate on what I want to say when I speaking performance.*

The interview script that has been conducted by the researcher with the students shown above, shows that one of the consequences of the anxiety was not fluent in speaking. This is indicated by the sentence *"Because I'm nervous, I usually do not concentrate on what I want to say when I speaking performance"*. Referring to the statement that has been shown, when these students feel anxious about their performance, their concentrations can be gone.

e. Unsatisfactory Result

The last effect that can be shown due to one's anxiety is unsatisfactory achievements. This can happen if students experience anxiety about the results of their appearance, which can be shown by the evidence below:

Extract 8

- Researcher : Apakah pengaruh atau dampak kecemasan yang kamu rasakan dengan penampilanmu saat berbicara?
What is the effect of anxiety that you feel with your performance in speaking?
- Students : Pengaruh yang saya rasakan ketika merasa cemas saat berbicara adalah penampilan saya tidak maksimal dan hasilnya juga tidak memuaskan.
Because of anxiety in speaking performance, my performance is not optimal and the result is also unsatisfactory.
- Student : If I'm nervous, the result is not maximal or not as I am expected.

The interview script that has been conducted by the researcher with the students shown above, shows that one of the consequences of the anxiety can lead the speaking achievement results that are not maximal or unsatisfactory. This is indicated by the sentence *"If I'm nervous, the result is not maximal or not as I am expected"*. Referring to the statement that has been shown, when these students feel anxious about their performance, their results of their speaking performance would not satisfy or would not be maximized.

4.1.3 Strategies in Reducing Anxiety

From the results that have been mentioned, the researchers state several ways to reduce anxiety symptoms and the effects they cause when performing speaking performance in English, some of which are; Preparation, Relax, Self Confidence, Ignoring Audiences, and Holding Script.

a. Preparation

Make various preparations as one of the steps to control the threats that may be passed. The way that can be done is to improve learning and learning strategies that are carried out, in ways that may be done, namely learning the language more actively, asking and discussing with peers, looking at vocabulary in the dictionary, asking for help from teachers or friends if they find difficulties, focusing themselves in learning English that is taught, learning with online media, Google, and various steps that can be taken by students according to their needs.

Extract 9

Researcher : Apa strategi atau cara yang kamu lakukan untuk menghilangkan kecemasan yang

kamu rasakan saat berbicara?

What strategies do you use to reduce you anxiety when you speaking performance?

Student : Membuat persiapan dan latihan sebelum tampil.

I make preparation and practice before perform.

Researcher : Apa persiapan yang kamu lakukan ?

: *What preparations are you doing?*

Student : Saya mencari materinya di Google.

I search for material in Google.

From the extract above illustrates that one of the students' strategies to reduce anxiety was preparation, as a stated that "*I make preparation and practice before perform*" The Students explained that before perform in speaking performance, they should make preparation like as searching material from google and then practice to speak before perform in speaking performance. Besides that, some of them also have studied hard before speaking performance in the classroom in front of their classmates.

b. Relax

Relaxing can make the body lighter and is also a powerful stress reliever. Relaxation can be done by taking a deep breath and exhaling slowly. In the results of interviews conducted by several students using relaxation techniques with respiration to reduce the symptoms of anxiety they experience, which can be proven by the following extract:

Extract 10

Researcher : Apa strategi atau cara yang kamu lakukan untuk mengurangi kecemasan saat

berbicara?

Student : Berusaha cuek dan santai saja Bu agar tidak grogi saat tampil berbicara.

: Just relax and enjoy when speaking performance..

Researcher : Bagaimana caranya untuk relax? How to relax?

Student : *Menarik nafas dalam-dalam baru di keluarkan sedikit-Sedikit.*

: Like take a deep breath and then exhale slowly.

The interview script above shows that the respiration strategy they can use to suppress anxiety symptoms is to inhale deeply through the nose and exhale slowly through the mouth, as stated that "*like take a deep breath and then exhale slowly*" from that it can be said that breathing deeply can relieve the symptoms of anxiety felt by students. Based on what they say, regulation in breathing and also surrender can relieve the tension and anxiety they feel, so they can focus more on their performance.

c. Self Confidence

The definition of self-confidence is a person's mental attitude which is a combination of thoughts, images, and words that are constructive in developing the mind. Positive thinking strategies can be used by students to deal with anxiety problems that plague them. Thoughts lead someone to do something, so if our thoughts contain good suggestions, the behavior we show will be good and vice versa. The strategy resulted from interviews conducted through research as follows:

Extract 11

Students : Apa strategi atau cara yang kamu lakukan untuk mengurangi kecemasan saat berbicara?

Students : Merasa Percaya diri saja untuk tampil berbicara.

I feel confident to perform in speaking.

Students : Merasa Percaya diri dan yakin pasti bisa tampil berbicara di depan teman-teman.

Feel confidence and be sure can speak fluently in front of classmates.

Based on the students' answers from the interviews above, one of the efforts to reduce the anxiety pressure experienced by students is to feel confident, as stated in the sentence "*I confident to perform speaking*". To be able to fight nervousness and anxiety or the show that will be faced, students need confidence. Students' self-

confidence to ensure that they can do something well, self-confidence can also be a motivation to display English speaking performance more optimally. Thus, self-confidence in students can help them fight and reduce the anxiety and nervousness they feel when they will or are performing in their performances.

d. Peer Seeking

Peer seeking can refer to finding friends to deal with the same problems experienced, in this case anxiety. This strategy can help students feel more comfortable when dealing with their anxiety, because they will feel like they have friends to share emotional problems with. This strategy was obtained in accordance with the results of interviews conducted by researchers to students, which can be shown through:

Extract 12

Researcher : Apa strategi atau cara yang kamu lakukan untuk menghilangkan rasa cemas saattampil berbicara?

: *What strategies do you use to reduce your anxiety in speaking performance?*

Students : Melihat teman dan berusaha bertanya pada teman yang bisa membantu.

: *See friends and try to ask them who can help when I perform in speaking English.*

Students : Mencoba bertanya sama teman tentang materi dan mencoba latihan berbicara bahasa inggris dengan teman.

Students : Try to ask friends about the material and then practice to speak English with them before speaking performance

In the extract shown above, the existence of peer seeking can help students reduce the anxiety they feel, according to the statement, "*I look at the audience who enjoys. So that my speaking is running well again*". This was done when a student was showing his English-speaking skills, he looked at other students who seemed to enjoy his performance so that he also enjoyed the performance.

e. Ignoring the Audiences

Another strategy that can also be used by students in overcoming their anxiety is to ignore the existing audience. This can be proven by student's extract as follows:

Extract 13

Researcher : Bagaimana strategimu untuk menghilangkan rasa grogi saat tampil berbicara?

: *How is your strategy to reduce your groggy when speaking performance?*

Students : Saya tidak melihat ke arah teman-teman dan tidak memperdulikan respon mereka saat saya sedang berbicara.

: *I don't see my friend's face and I ignore their respons to me when I am speaking performance.*

In the statement in the interview above, ignoring the audience or other people who are there can be a strategy to get rid of stage fright or anxiety, this is shown by the sentence *"I don't see my friend's face and I ignore their respons to me"*. The assumption that there are no other people around can make him more relaxed and focused. This is used by students to be able to display their English-speaking performance by ignoring the presence of the audiences.

f. Holding Script

One of the instruments that can help students overcome their anxiety is a script that students have prepared. In observations made by researchers, it was found that students usually brought notes that they had prepared when they performed their performances. This was considered to reduce the anxiety they felt, as stated in the following interview script:

Extract 14

Researcher : Apa strategi atau cara yang kamu lakukan untuk menghilangkan rasa cemas saat tampil berbicara?

: *What is your strategy to dissappear you anxiety in speaking performance?*

Students : Saya biasanya membawa sebuah naskah atau script ketika tampil berbicara untuk mengantisipasi ketika saya lupa materi karena gugup saat sedang berbicara.

: *I usually bring a script to anticipate when I blank the material because of my nervous when I am speking performance.*

Students : Melihat-lihat HP. (looking for my Handphone)

Resercher : Why do you bring HandPhone?

Students : *To see script or the point of material in HandPhone when I suddenly blank in speaking performance.*

According to the student's statement in the interview script above, one way to reduce feelings of anxiety is to bring the necessary media, for example bringing a script or notes that have been prepared, as shown in the sentence, *"holding the paper or script"* and *"I usually bring a script when speaking performance to anticipate when"*

I blank the material because of my nervous". Thus, it is concluded that to reduce students' feelings of anxiety in their performance to speak English, media and or scripts or notes are needed for them to maximize performance.

DISCUSSION

Aspects of Students Speaking Anxiety

The cause of anxiety can be various based on the side of the views. Zeidne & Matthews (2011) stated that anxiety may be experienced in a variety of ways: Disturbances of thinking (cognition), Negative emotion (affect) and Bodily (somatic) symptoms. The second way used to in the research view, which can be separated in 4 (four) aspects of anxiety such like worried, nervous, fear and shame.

a. Worried

Worry is a situation where we think too much about something that is going on. In feelings of worry will always be accompanied by anxiety and feelings of discomfort that can lead to disturbances in one's concentration, negative thoughts about something, and fear without foundation. In some cases, worrying can get worse if not addressed immediately. It is common in emotional disorders, which state anxiety and worry as the main characteristics (Mathews 1990).

In the results of interviews conducted by researchers, the students' lack of optimal performance in speaking English in front of the class was due to anxiety and worry. Horwitz (2001) states that, anxiety is a subjective feeling that comes from tension, worry and fear which ultimately arouses the autonomic nervous system.

b. Nervous

The appearance of neurological disease can occur at any time when a person is in a situation that requires him to appear in public. Nervousness that occurs can cause several symptoms, such as a faster heart rate, shortness of breath, loss of concentration, forgetfulness, repeated urges to the toilet, and a fear of making mistakes. Brooks & Schweitzer (2011) define anxiety to include fear, frustration, stress, tension, worry, apprehension, and nervousness.

The second type of anxiety can be seen from the results of interviews with students who stated that they experience nervousness when they speak English in front of their classmates. The relationship found in this type is in accordance with what was stated by Horwitz (2001) in research on the previous type.

c. Fear

Fear is an emotional response to a possible threat. Fear is an instinct when there is a certain stimulus, for example pain or danger. Psychologists also mention that fear is one of the basic human emotions. In interviews conducted by researchers with students, there were also statements about fear as one of the causes of anxiety. Because of the differences, the researcher concludes that fear and anxiety are

emotional states with qualitatively different values from one another (for a review, see Maier, 1993; Barlow et al., 1996; Davis et al., 1997).

d. Shame

Shame is a self-concept that arises as a result of negative thoughts. Feelings of not being comparable to others, and not having the abilities of others, as well as the fear of making mistakes can lead to feelings of shame. Shyness grows from psychological problems shown from habits at an early age (Tear, 2000). The last type of finding researchers found on anxiety was shame. Referring to the results of interviews conducted, that most students will feel embarrassed to show their English-speaking performance in front of other people.

The Effect of Students Anxiety

The variable that plays a very active role in the negative influence on self is anxiety which results in disruption of learning to speak using English in front of the class. This makes students nervous and afraid which results in sub-optimal performance (Park & Lee, 2005). Thus, this self-anxiety may be the cause of students' difficultness in speaking English activities (Brown, 2001). The effects of anxiety can be showed in the previous explanation about students' responses.

a. Lack of Confidence

Lack of self-confidence is one of the effects of anxiety felt by students. In the results of research based on interviews conducted, students stated that when they were anxious it would result in a decrease in their self-confidence. This resulted in the students' inability to display their speaking performance and resulted in their inability to speak English in front of their classmates.

b. Lack of Mastery Material

The decrease in mastery of the material is another effect of the anxiety felt by the students. In the results of interviews conducted, students stated that when they were anxious it would be very difficult to concentrate which resulted in the loss of mastery of the material that they should be able to master.

c. Forgetting Material or Blank

Forgetting or being blank in the material is also an effect of student anxiety. This is a common thing to happen in a state of stress or tension. In interviews conducted by researchers, students stated that when they felt anxious, at that moment they suddenly forgot and went blank when performing their performance in front of the class.

d. Lack of Concentration

Lack of concentration can prevent people from doing anything. In this case, the anxiety felt by the students when they will appear to speak English in front of the class will be able to make them less concentrated which can also cause their inability to speak fluently in front of the class.

e. Unsatisfactory Result

The last thing that is the effect of anxiety is the result of unsatisfactory performance. The anxiety felt by students during learning to speak English is the basis for their inability to achieve maximum results. Therefore, many students stated that the unsatisfactory achievement they received was the result of the anxiety they experienced.

Strategy in Reducing Anxiety

Strategy can be interpreted as a step or effort taken to deal with something. Some researchers also stated strategies that can reduce students' anxiety levels, some of them were Kondo and Ling (2004) as a grand theory on this research that conducted *the strategies for coping with language anxiety*, the results of their research found that there are 70 ways that can be done in overcoming language anxiety which have been categorized into 5 (five) categories: Preparation, Relaxation, Self Confidence, Ignoring the audiences and Holding Something Like as a script or handphone.

In the previous discussion, the researcher also stated several categories in strategies to reduce students' anxiety in learning English-speaking, like Preparation, relaxation, Self Confidence, Peer seeking, Ignoring audiences and Holding a script.

a. Preparation

One of the strategies that students can use to reduce anxiety in speaking English in front of the class is with advance preparation. Some of the preparations that students can do are, look for material both online and offline, study harder, practice speaking in English, often look at vocabulary in a dictionary, ask questions that are difficult to friends or teachers, focus on when learning is taught, and so forth.

b. Relax

Relaxing can be another strategy that students can use in dealing with their anxiety. By relaxing they can experience many benefits not only for the body but also for our minds. How to relax that can be practiced by students directly when they want to perform their performance to appear speaking English in front of the class, namely, take a deep breath and then exhale slowly, close your eyes, shake your body, and so on.

c. Self Confidence

The definition of self-confidence is a person's mental attitude which is a combination of thoughts, images, and words that are constructive in developing the mind. Positive thinking strategies can be used by students to deal with anxiety problems that plague them. Thoughts lead someone to do something, so if our thoughts contain good suggestions, the behavior we show will be good and vice versa.

d. Peer Seeking

Peer seeking can refer to finding friends to deal with the same problems experienced, in this case anxiety. This strategy can help students feel more

comfortable when dealing with their anxiety, because they will feel like they have friends to share emotional problems with.

e. Ignoring Audiences

Ignoring or do not care to the audience in speaking performance could eliminate nervousness. Some of students tried avoid to look at their friends' face or eyes when they perform speaking English in the classroom. The students also do not pay attention to the audiences' responses when they are speaking English in front of their classmates. Some of the students sometimes looking for the door or windows side when they perform speaking in the classroom.

f. Holding Script

Some of students need something to support their performance in speaking English. The students were carrying objects or holding something when perform in speaking English. Holding a script in a paper or handphone as a strategy that was used by students in helping to reduce their anxiety during speaking performance. Some of students write the points of material in a piece of paper or make a note in handphone before they perform in speaking English performance. They brought and saw the script when they nervous or blank in their performance. From the results of observations and interviews, the researcher found that holding a paper or script as a strategy to reduce the students' anxiety in speaking performance

CONCLUSION

This study shows that the anxiety faced by students in speaking English in front of the class can be divided into 4 (four) aspects, worry about their own abilities, nervousness due to stage fright and public speaking, fear of making mistakes, and also shame because likely to be ridiculed by their appearances.

The anxiety that students feel when they asked to perform their English-speaking performances can also cause some effects on them. The effects of anxiety felt by students are: Lack of Confidence, Lack in mastery the material, Forgetting the material or Blank, Lack of Concentration, and Unsatisfactory Result.

The purpose of the research conducted by the researcher is the existence of strategies that can be used by students in dealing with anxiety to perform English speaking performance in front of the class. Some strategies that can be used by students according to research that has been done by the researcher are: Preparation, Relaxation, Self Confidence, Peer Seeking, Ignoring the Audiences, and Holding Script in a Paper or Handphone.

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