

A Study On Students' Strategies To Reduce Speaking Anxiety

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Abstract: *The purpose of this study is to know the factors causing students' speaking anxiety and to know the students' strategies to reduce their speaking anxiety. This study is focus on factor that caused students' strategies to reduce their speaking anxiety. This study is qualitative descriptive. The participants of this study were fourth semester of Hamzanwadi University. The researcher took 16 participants. They were gathered through conducting observation, deep interview, and field notes. The results showed that the factors caused students' speaking anxiety were fear of making mistake, limited exposure to English, and gap of competence. Because of those reasons, the students finally found their strategies to reduce their speaking anxiety such as preparation, relaxation, positive thinking, and peer seeking.*

Keywords: *Speaking Anxiety, Speaking Anxiety Factors, Reducing Speaking Anxiety.*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang menyebabkan kecemasan berbicara siswa dan untuk mengetahui strategi siswa untuk mengurangi kecemasan berbicara mereka. Penelitian ini berfokus pada strategi siswa untuk mengurangi kecemasan berbicara mereka. Penelitian ini adalah deskriptif kualitatif, peserta penelitian ini adalah semester keempat pada universitas Hamzanwadi dan peneliti mengambil 16 peserta, dan data diperoleh dengan melakukan observasi, wawancara mendalam, dan catatan lapangan. Hasil peneliti menunjukkan bahwa faktor-faktor yang menyebabkan kecemasan berbicara siswa adalah, takut melakukan kesalahan, paparan terbatas ke bahasa, dan kompetensi kesenjangan. Dan karena alasan itulah para siswa akhirnya menemukan strategi mereka untuk mengurangi kecemasan berbicara seperti persiapan, relaksasi, berfikir positif, dan mencari teman sebaya.

Kata kunci: Kecemasan Berbicara, Faktor Kecemasan Berbicara, Mengurangi Kecemasan Berbicara.

INTRODUCTION

Speaking is one of four language skills in English including listening, reading, and writing skill. That needs to be mastered by students in learning English. As Dash and Dash (2007, p.36) and Nasr (1994, p.45) as cited in Ashour (2014) states that speaking is one of the four English skills. Nowadays, speaking also becomes the most difficult one. Nunan (2003, p.48) as cited in Trissulfi & Leni states that the reason why speaking is difficult is because many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happen in real time, usually the person that other people are talking to is writing for her or him to speak right then. The second, when a person speaks, he or she cannot edit and revise what you wish to say, as you can if you are writing.

According to Ur (1996, p.121), there are some problems in speaking. Those are inhibition, nothing to say, low or uneven participation, and mother tongue use. Learners are often inhibited about trying to say things in a foreign language in the classroom. They worry

about making mistakes. Some students cannot think of anything to say and also just have little time to speak. Besides, they will use their mother tongue because it is easier than foreign language.

According to Horwitz (1986, p.128) as cited in Abdul (2015) state that language anxiety is the distinct complex of self-perception, feeling, beliefs and behaviour related to the classroom learning arising from the uniqueness of the language learning process particularly in speaking English. According to Horwitz (1986, p.125) as cited in Abdul (2015) some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process.

The problem of speaking anxiety not only happens in the low grade of students but also it happens in the university students especially in the fourth semester students English Education Department at Hamzanwadi University. It is supported by the experience of the researcher and also many students' opinion. However, students must be a master of English because they learnt English since they were in elementary school. But in reality, many students of the fourth semester students of English Education Department still have problem and anxiety in speaking. Most of students are still anxious and nervous when they are speaking in English in front of many people and their lecture in the classroom. Based on the problem students should have strategy to reduce the speaking anxiety in the classroom.

Based on the problem, the researcher needs to analyse how students' strategies reduce their speaking anxiety. To apply this as researcher needs to conduct a research, the research is qualitative descriptive as Isaac and Michael (1981, p.46) state that descriptive research is used in the literal sense of describing situations or events. Descriptive research is research that involves a collection of techniques used to specify, delineate or describe the data naturally occurring phenomena without experimental manipulation. The study focuses on the factors caused students' speaking anxiety of fourth semester and students' strategies to overcome their speaking anxiety of fourth semester. The purpose of the study is to know how students' strategies to reduce their speaking anxiety. On the other hand, the research will be reported with no any kind of treatment.

LITERATURE REVIEW

Factors Causing Students' Anxiety in Classroom

Students are given materials in their school. They learn about several expression and language use in the daily activities context. However, there are some obstacles in order to make the class work properly. One of the problems is anxiety. It has some negative impacts to the

activities in the speaking class. Anxious students tend to be passive and potentially influence the others. Dealing with the condition, the causal factors of anxiety need to be discovered.

There are many previous researcher conducted a research that found the factors cause speaking anxiety. One of them is Rio Herwanto. He conducted his esearh at junior High School 4 Pakem Yogyakarta. He found that the causes are (1) Type of task that is given from the teachers, (4) self perception, (5) gap of competence, and (6) limited exposure to english.

The factors of speaking anxiety and why speaking anxiety happens on the students' university. The results show that: A) Self-perception, that is because of language difficulties (lack of vocabulary, worry about structure, and speaking English correctly), concern about others perception, law self-confidence, lack of motivation, lack of communication, and afraid of making mistakes. B) Presentation in the classroom, that is because they are they are become the center of attention afraid of questions from others learns and they do not prepare the material. C) Fear of making mistakes, that is because they do not master the material lack of vocabulary and pronunciation. D) Social environment, they have limited exposure to target language and judgment from other people. E) Gender, that is because each gender has different topic to discuss and different perception about the opposite gender.

Strategies to Overcome Anxiety in Classroom

Anxiety is negative feeling that must be avoided in the speaking classroom even it is so difficult. Because if student do not want to avoid it, it will give bad impact to them. Student have many strategies to avoid it. Kando & Ling (2004: 262) cited in Faizah (2018) said that there are four strategies to less students' tension in the language classroom. Those are: 1) Preparation; it refers to the learners' endeavors to avoid threat in the classroom by improving learning and study strategies. Many students feel anxious when they do not have much preparation. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out school, asking help from friends a teacher, focusing on specific areas which cause anxiety. 2) Relaxation; Its indicator means that aim at reducing anxiety symptoms the learners experience such as taking a deep breath and trying to calm down. When students are afraid of answering question by the lecturers in English, they have to be relaxed so they can think and answer freely. 3) Positive Thinking; It means that the learners should think positively about their performance in the classroom and they are not less than the others. Always keep positive thinking with the situation that will happen in a classroom will help students to avoid anxiety and make them more confident. 4) Peer Seeking; It is characterized by the learners' willingness to look for others who seem to suffer from anxiety

in the language classroom just like him or her. If students want to share about their experience about their own strategies to reduce anxiety to other students, it will give good impact for them so they will not feel alone.

Relevant Study

The studies that have relevant with this study which is the researchers were conducted by some of previous researcher such as. They first relevant study was conducted by NurdeviBte Abdul with the title "EFL Students' Strategies in overcoming Anxiety in Speaking English: A qualitative study of freshmen students of english department.

Muhammadiyah University of Makassar". The result of the previous study shows that to know what the reason students' speaking anxiety in speaking English and students' strategies to overcome speaking anxiety. The study researcher used qualitative method. Te total student' who were participate were 9 students. The previous researcher collecting the data with observation and interview.

The second relevant study was conducted by Arlinda (2014), entitled " Student' strategies in Overcoming Language Anxiety in speaking English". The result from the research explained that it conducted to know the factors that cause language anxiety in speaking English and the students ' strategies in overcoming language anxiety I speaking English. The research employed descriptive qualitative case study. The participants were 34 studen of language program class in on of senior high school in Bandung. The data were obtainedfrom questionnaire and interview. The findings showed that the factors caused language anxiety in speaking English were: fear of speaking class, students' low proficiency in speaking English, fear of making mistakes, fear of negative evaluation and selfrelated cognition. Then, the strategies which were used by the students in overcoming their anxiety were: preparation, resignation, relaxation, peer seeking, and positive thinking.

Third a thesis made by Herwanto (2013), entitled "Factors That Cause Language Anxiety in the English Classroom Speaking Performance In SMP Negeri 4 Pake Yogyakarta". The research was descriptive qualitative. The researcher applied a grounded theory method in order to analyze the data. The subjects in the study were five classes of the 7th grade students of SMP Negeri 4 Pakem Yogyakarta of 2012-2013 academic year. The data were obtained from observation and interview. The result from the research showed that the factor caused language anxiety were: Type of task that is given from the teacher, fear of making mistakes, the role of language teachers, self-perception, gap of competence, and limited exposure to English.

RESEARCH METHODS

This research is categorized into descriptive qualitative research. Descriptive research is research that involves a collection of techniques used to specify, delineate or describe the data naturally occurring phenomena without experimental manipulation. The purpose of descriptive qualitative research is to describe the data systematically the facts and characteristics of area of interest factually and accurately (Isaac and Michael, 1981, p.42). The research was conducted at English Language Education at Hamzanwadi University on Fourth semester of students of English Department. The subjects of this research are taken from 9 students from the fourth semester of English Language Education at Hamzanwadi University. Data in this research will be obtained from conducting observation, interview and field notes. After the data were collected through in-depth interview, participant observation, and field notes, the data were then analyzed.

RESULTS AND DISCUSSION

Results

1. Students Anxiety in Speaking

Based on the observation on 9th may, the observation list shows that speaking anxiety indications on the students. The observation shows that almost all of the students are rubbing their palm and they were blushing while speaking English about telling experience. While some of the students are playing with their clothing. And not many of the students were stuttering and remaining silent while speaking and also some of the students felt tension and nervous when they were speaking English in front of the class. Some students felt apprehension, ashamed , afraid , and worry when they were speaking English.

In addition, in field notes indicates that some of students gaze their ayes such as moving from the left to the right and tried to say something, they were laughed by their friends while speaking English and have no idea to express their words, some of them put their hands behind their back and sometimes they said “aaa” while speaking.

2. Factors Causing Speaking Anxiety on Fourth semester

In this research, the researcher found some factor that caused speaking anxiety on fourth semester such as: Firstly, fear of making mistakes. Based on the observation checklist almost of the students are fear of making mistakes it is indicates by students are nervous and afraid while they were performing in speaking English. In addition based on the result of the interview almost all of the students were afraid if they were speaking English because of their friends perception and students felt so afraid and worry about their friends assumptions if they were

making mistakes while performing and almost all of them were afraid of their friends assumptions such as afraid being laugh by their friends, afraid of their friends assumptions that they were not smart and still not good in speaking English and that is why they were nervous while performing speaking English.

The second factor is limited exposure in English. Based on the observation checklist not many of the students are limited exposure in English. Their environment impedes the development of their communicative proficiency and students were seldom to practice English in their daily activities because English is not their mother tongue so the students got less vocabulary and made grammatical errors.

It supported by the result of the interview that the students were seldom to practice English in their own classes and in their environment also English is not their formal language that is why they were limited exposure to English and it caused students anxiety when they were speaking English.

The last factor is gap of competence. Based on the observation checklist, some of the students' gap of competence it indicates by perceived poor performance. Gap of competence potentially leads students to anxiety, depending on certain situation or context. It became a big concern for students who perceived poor performance in the classroom or oral presentation. Students' uneasy feeling in the classroom. In addition, in interview result shows that students felt uncomfortable if they asked to answer question while speaking, did not mastered the material, and lack of the material, and it was caused students did not what were they going to talk about and students should make preparation such as reading the text. It caused students' poor performance.

3. Overcoming Speaking Anxiety by fourth Semester Students of English Department at Hamzanwadi University

During the activities of teaching and learning, most of students felt anxiety such as feeling nervous, tension, apprehension, and worry. The researcher found that how students overcome their speaking anxiety such as: Firstly is preparation. According to the observation checklist almost all of students used preparation as their strategy to reduce their speaking anxiety because to achieve success in the process of teaching and learning, students prepared everything properly. It supported by the result of the interview, students also said that in order to teaching and learning process in speaking are running well, the students need the preparation before speaking in front of the class because the students' admit that with any preparation such as reading and learning the material, students knew what were they going to do or speak about but also students will speak good and if there is no preparation students did not what are they were going to speak about and it caused students are anxiety when they are speaking. In

addition noted in field notes read Basmallah before performing in front of or when performing the students would not too nervous or felt anxiety because preparation not only reduce anxiety but also overcome their anxiety.

Secondly is relaxation. As the result on the observation checklist some students need relaxation. When the students were afraid of being asked by the lecturer, they did relaxation such as take a deep breath and tried to calm down. In additional based on the interview students said that preparation can overcome or reduce their speaking anxiety.

Thirdly, another strategy to reduce speaking anxiety is having positive thinking. Based on the checklist not many the students are positive thinking. In addition according to the interview result, the students used this strategy to reduce their speaking anxiety because think negatively influence their focus in speaking and think positively and the one who accepted it will be positive too and it marked by students confident when they were speaking while think positively toward their friends perception .

The last strategy is peer seeking. It was characterized by students' willingness to ask for a help from others friends who could help them when they had difficulty in speaking English during process teaching and learning. Based on the observation checklist not many the students used this strategy. based on the observation checklist sometimes some students were shy to asked their lecture about their difficulty. One another way to share difficulty was to their friend. If they share their difficulty was to their friend it could reduce their speaking anxiety.

Discussion

1. The Factors of Speaking Anxiety by Fourth Semester of Hamzanwadi University

Based on the result of research were done by doing depth interview, participant observation checklist, and field notes. Some students felt tension and nervous when they were speaking English in front of the class. Some students felt apprehension, afraid, and worry when they were speaking English. It suitable definition of anxiety that is stated by Horwitz et.al (1986:125).

Almost all of the students were rubbing their palm and they were blushing while speaking English about telling experience. While some all of the students were nervously touching their pen or book when speaking English the students were stuttering and remaining silent while speaking. It supported by Sulaimenova (2013), anxious students show symptoms such as “squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering”. From the result of the research findings, the researcher got the data caused speaking anxiety those were fear of making mistakes, limited exposure to English, and gap of competence.

Rip Herwanto conducted a research he found that the factors caused speaking anxiety such as: type of task that is given from the teachers, fear of making mistakes, the role of language teachers, self-perception, gaps of competence, and limited exposure to English, but the present researcher find that there are three factors caused speaking anxiety those are fear of making mistakes, limited exposure to English, and gap of competence.

2. Overcoming Speaking Anxiety on Fourth Semester at Hamzanwadi University

The researcher found that there are four strategies that used by the students, those were: preparation, relaxation, positive thinking and fear seeking. It is suitable according Kondo & Ling (2004:262) cited in Faizah (2017) said that there are four strategies to less students' tension in the language classroom.

CONCLUSION

This research was done to describe students' speaking anxiety, the factors that caused speaking anxiety, and also students' strategies to overcome speaking anxiety. Based on the results of depth interview, participant, observation and field note. The researcher gets the conclusion that can be drawn.

According to the results of depth interview, participant observation checklist, and field notes. Almost all of the students are rubbing their palm and they were blushing while speaking English about telling experience, while some of the students are playing with their clothing. And not many of the students were stuttering and remaining silent while speaking.

Based on the results of research well done by doing depth interview, participant observation checklist, and field notes. Some students felt tension and nervous when they were speaking English in front of the class. Some students felt apprehension, afraid, and worry when they were speaking English.

From the results of finding the data before, it can be concluded that all of the subjects have various causes of speaking anxiety. Those are (a) fear of making mistakes, (b) limited exposure to English, and (c) gaps of competence. The ways to overcome speaking anxiety, they also used various strategies. Those are (a) preparation it is related to how the students prepare about everything before the class such as read the material, and (b) relaxation it is related to students do the relaxation such as take a deep breath and trying to calm down, (c) positive thinking it is related to students keep positive thinking to their ability, (d) peer seeking is related to how students discussion, share their difficulty to their friends and ask suggestion.

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