



THE STUDENT'S SPEAKING ANXIETY AT GRADE IX IN SMP NEGERI1 SIBOLGA

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Abstract

The purpose of this study was (1) to determine the factors of student's speaking anxiety at grade IX of SMP N1 Sibolga and (2) how is the strategy of student's at grade IX of SMP N1 Sibolga to minimize it. This study uses a qualitative research method with a case study approach. Then, the data collection was carried out through observation and interviews. Based on the research results, the factors that caused the student's anxiety were communication anxiety, golden test, negative judgment, and teacher personality attitude, then the strategies used by the student were relaxation, positive thinking, peer search, preparation, and non-verbal communication. Through this research, it is hoped that the student can decrease their anxiety by following strategies and it will be helpful to enhance their speaking ability.

Keywords: *anxiety, speaking, strategy.*

Abstrak

Adapun tujuan dari penelitian ini adalah (1) untuk mengetahui faktor-faktor kecemasan berbicara siswa dan (2) bagaimana strategi siswa dalam meminimalkannya. Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan studi kasus. Instrumen yang digunakan adalah peneliti sendiri (pewawancara), pedoman wawancara, lembar observasi dan wawancara. Pengumpulan data dilakukan melalui observasi dan wawancara. Berdasarkan hasil penelitian diketahui dari observasi merupakan siswa yang mengalami kecemasan dalam pembelajaran Recount Text Bahasa Inggris. Hasil penelitian menjelaskan delapan faktor penyebab kecemasan bahasa. Faktor pertama Kecemasan Komunikasi. Kedua Tes Keemasan. Ketiga Takut Penilaian Negatif. Dan yang keempat adalah Sikap Kepribadian Guru. Temuan penelitian ini juga menggambarkan strategi untuk mengurangi kecemasan yang mereka gunakan oleh siswa. Strateginya adalah strategi Relaksasi, Berpikir positif, Pencarian teman sebaya, Persiapan, Relaksasi dan komunikasi non-verbal. Melalui penelitian ini diharapkan dapat membantu siswa untuk menurunkan tingkat kecemasan mereka dan dapat hal ini dapat membantu penguatan kemampuan berbicara siswa.

Kata Kunci: Kecemasan, berbicara, strategi





INTRODUCTION

Naturally, to speak means to produce some words representing one idea. Subconsciously we have produced thousand words a day or even more than that. No wonder speaking represents a real challenge to most language learner to have the ability to speak in the target language. According to Thornbury (2006:4) argues that the nature of speaking process means that grammar of spoken language differs in a number of significant ways from the grammar of written language.

Based on Luoma (2004:2) also says that speaking in a foreign language is very difficult and the competence in speaking takes a long time to develop. It cannot be denied that being able to speak English fluently and accurately takes much time and needs a lot of efforts to maintain and improve the speaking skills seriously.

Nowadays, speaking can be a challenging task for many students because it requires interaction. The three skills can be practiced on their own, but to speak, students cannot speak on their own, which is why students must make every effort to find someone to talk to. In addition, he further noted that the success of language learning was measured in terms of the ability to have a conversation in the target language. It can be said that the ability to speak fluently is very important in students' language learning to communicate both inside and outside the classroom.

This is in accordance with Dordinejad and Ahmadabad (2014) said that foreign language anxiety is an obstacle that affects one's acquisition of language acquisition. In addition, having a negative attitude towards foreign language activities is one of the factors that affected student anxiety.

It could be concluded that anxiety is a term referring to a collection of negative feelings such as fear, apprehension, and worry which could lead people to be unstable. Furthermore, Ganschow and Sparks (2007) assert that the manifestations of anxiety in the situation of second or foreign language learning shown by students can be classified as specific anxiety reactions that are similar to anxiety about mathematics or physics. So, Anxiety is a normal feeling from a human being from being anxious, nervous, afraid and worried in our minds when we are faced with something or we are in an unpleasant situation that is thought to be uncomfortable.

Based on the pra research at Grade IX of SMP N 1 Sibolga, some students are not interested in speaking. First problem, students feel difficult when the teacher explain Recount Text using English. After their teacher explained it with English, the teacher should translate it full to make them understood.

The second problem is the students have a problem in speaking that is an anxiety. The researcher found many of them feel anxious, creating avoidance in conversation. They were afraid and shy to practice with the target language, in this case the target language is English, because they were afraid of making mistakes. One of them thought if he made a mistake in speaking, the teacher would be angry and his friends would make fun of him. They always doubt and they often act do not know anything. They look like afraid to make a mistake although a little and they did not how to minimize it. So, he prefers to be calm and sit passively. The students also had a problem in confidence, they already know the answer but they are afraid to say it and afraid to starting, even when the researcher asked the students which one you do not understand. The researcher found some students nervous and scared while speaking and answer the question of people using English.



Factors of Speaking Anxiety

Based on Horwitz (2012) there are some factors that influence students anxious to speaking in foreign language, such as communication apprehension, test anxiety and fear of negative evaluation.

a. Communication Apprehension

According to Horwitz (2012: 127), Communication Apprehension is a type of shyness characterized by fear of anxiety about communicating with people. The difficulty in speaking in pair or groups (oral communication anxiety) or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension. The students who exhibit with communication apprehension will not feel comfortable to speak in front of the class/public, commonly they limited language knowledge especially related to speaking and listening.

According to McCroskey and Bond (1980 as cited in Tan Veer, 2007), there are seven factors that could result in students' quiet: (1) Low intellectual skills, (2) low speech skill, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, and (7) ethnic/cultural divergence in communication norms.

Mahmoodzadeh (2012) describes that, Communication Apprehension is a type of shyness characterized by fear of anxiety about communicating with people. Difficulty in speaking in public, in listening and learning a spoken message is the manifestation of communicative apprehension. Where learners have little control of the communicative situation, and their performance is constantly monitored by both their teacher and peers. Based on the explanation above, Communication Apprehension is students' feeling discomfort, tension and shyness about communication with other people. The students who belong to this type commonly get difficulty to speaking in front of the class or public because they have limited knowledge especially related to speaking.

b. Test Anxiety

The second factors students' anxiety in speaking is test anxiety. According to Horwitz (2012:127) Test Anxiety is a type of performance anxiety stemming from a fear by dread of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. So that test anxiety is believed as one of the most important aspects of negative motivation. Cheng (2009) states that, test Anxiety is the students are constantly evaluated by the school and the teacher due to the academic requirements of proficiency evaluation in the foreign language classes. Students have an unpractical expectation of their language performance. Mahmoodzadeh (2012) describes that, Test Anxiety refers to a type of performance anxiety stemming from a fear of failure. Test anxious students often put unrealistic demands on themselves. Test anxiety is likewise believed to be one of the most important aspects of negative motivation.

While the students in test anxiety usually consider foreign language process, especially in oral production, test situation rather than opportunity for communication and skills improvement. Related to the explanation above, Test Anxiety is a type of performance. The students often put unrealistic demands on themselves and feel anything less than a perfect test performance is a failure. So that, test anxiety rather than opportunity for communication and skill improvement.

c. Fear of Negative Evaluation

According to Horwitz (2012:127) Fear of Negative Evaluation is a condition where the students are uneasiness, apprehension, and tension about others' evaluation, which can occurs in any evaluative circumstance where the students be feel more



sensitive to the evaluations-real or imagined of their peers. Then, the students who stated in fear of negative evaluation avoidance of evaluative situation and the expectation that other will evaluated them negatively while speaking in foreign language. The last factors students' anxiety in speaking is Fear of Negative Evaluation. Cheng (2009) states that, Fear of Negative Evaluation is broader in scope since it is not just limited to test-taking situations and the academic subject matters. It always lingers over those sensitive students who are doubtful about their abilities in language classes. Students are worried that others might not understand the content that they are talking about in the foreign language.

Based on the explanation above, it can be concluded that, there are three factors of anxiety those are; Fear of Negative Evaluation is a condition where the students are uneasiness, apprehension, and tension about others' evaluation. The students feel more sensitive to the evaluations. They think they performance is a failure and they get negative evaluation about their performance. Finally, based on the theories and explanation above, researcher conclude that. Three factors of anxiety are "Communication Apprehension, Test Anxiety and Fear of Negative Evaluation."

Table 1 Indicator of Anxiety Factors

Variables	Indicators	Sub Indicators
Anxiety Factors	Communication Apprehension	1. Feeling discomfort 2. Shyness 3. Limited language knowledge
	Test Anxiety	1. Unpractical expectation 2. Fear of failure 3. Unrealistic demands
	Fear of Negative Evaluation	1. Worried 2. Feel more sensitive 3. Tension about evaluation

Adapted from: Horwitz (2012)

The Strategies to Reduce Anxiety

Kondo and Ling (2004), in their research, successfully identified five strategies that are usually carried out by EFL students in overcoming their anxiety.

1. Relaxation Strategy

In dealing with student anxiety in speaking, students try to calm down, take deep breaths, and students pretend to play with their hands. Although, this strategy may not work one hundred percent but it can minimize student anxiety in front of the class.

2. Preparation Strategy

The strategy of students preparing themselves before speaking, they trying to make English study habit, and students studying hard all day before they speaking English in class. The students also made several repetitions such as talking in a mirror and talking with friends who wanted to hear. Making good preparations helps students become more confident in English.



3. Positive Thinking

Positive thinking strategies (positive thinking strategies) are also applied by students to overcome their anxiety in English. Positive thinking is the third strategy students use to overcome their anxiety in English after relaxation and strategy preparation. Students always think positively that they are able to speak English. Students try to be confident when they speak English, and they imagine that they can give extraordinary performances when they speak English in class.

4. Peer Seeking

Peer seeking strategy is also a strategy that students apply to overcome their anxiety in English. The students tell themselves that they also feel anxious when speaking English. Students tell themselves that difficult problems in speaking are also difficult for others, and students try to talk with friends around them.

5. Resignation

Resignation strategy is a strategy used to overcome student anxiety in English, but this strategy is not popular with students. In this strategy, students do not want to participate in English classes and they prefer to be quiet for fear of making mistakes when speaking English. This strategy occurs when an anxious student decides to break away from a challenge (duty or obligation) by giving up or sleeping during class or even skipping it.

So far, the strategy described above seems to be beneficial for English learners. However, not all of the five strategies identified by Kondo and Ling can be properly recommended to students. Resignation, for example, is the fourth strategy that occurs when an anxious student decides to break away from a challenge (duty or obligation) by giving up or sleeping during class or even skipping it. Although both researchers argue that this strategy works for some students in minimizing the effects of their

anxiety, this is clearly not a productive strategy. Another strategy that tends to be encouraged in learning English is finding friends. This refers to the willingness of a student who is anxious to look for other students who have the same problem in understanding the teacher's explanation and / or experiencing anxiety in class.

Based on the background of the study, the researcher formulates two problems of this research, they are: (1) What factors of the student's speaking anxiety at grade IX in SMPN 1 Sibolga?, (2) How is the student's strategies to reduce their anxiety in speaking at grade IX in SMP N 1 Sibolga?.

A. METHODOLOGY OF THE RESEARCH

In this research the researcher used qualitative method. The qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This method was chosen because this study aims at providing an insight into the case of language anxiety in the Grade IX of SMP N 1 Sibolga, specifically anxiety in speaking English. To determine the participants of this study, the researcher uses a purposive sampling in order to help the researcher to understanding the phenomenon being studied. Based on Creswell (2012), purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally. The participants of the study are three students of SMP N 1 Sibolga in grade IX who are considering to being anxious in English class based on the characteristics of anxious students illustrated by Dixon (2012).



The data will be collected by observation and interview. In this case, the observation conducted by observing students' behavior during teaching and learning. The researchers' role in the observation is non-participant. The researcher observed all of the students in class IX. Each observation lasted approximately 60 minutes, following the duration of a meeting. The researcher observed the signs of speaking anxiety as suggested by Horwitz (2012). The researcher observed the signs of language anxiety as suggested by Horwitz that appear in every single phase of English learning take place in the classroom. Furthermore, the observation used to find out then students likely to feel anxious and in what situations that might trigger their anxiety in English classroom. The researcher listed at least ten students who looked anxious during observation. Then the listed students will be approached for an interview. The researcher gave information to students about the research purposes and procedures.

According to Bungin (2007), in-depth interview is a process to obtain information for the purpose of researcher by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide.

The participants recruited in several ways. These students whose responses suggested high levels of anxiety were asked and will be invited to participate. Furthermore, the researcher also contacted the teacher for referring of students who appear to be highly anxious in the class. Most of the students were willing to participate, and some looked to be quite eager to share their experiences. During the initial process with the students, the researcher explained the nature of the study and that all interviews conducted in *English*, to elicit maximum results of the students.

Then, the data will be analyzed by three procedures, *first*, data reduction. The first step in data reduction is identify the data acquired (transcript of interview, field note from observation and other data that is needed). The second is giving choose the data that is choose and focus on needed data. The last is to make summarizing of the data. Reduction data is carried out continuously until the research ends. The researcher takes the data about the students' anxiety in speaking English, the type, the factor cause, and the strategies that the students used to overcome the anxiety in speaking English.

Second, data display. It means that the data is drawn and explained in the form of words, sentences, paragraphs, and table. The researcher displays the data, and then describes it. After describing the data, the researcher makes analysis about the data. The researcher presents the data from the factor causes anxiety in speaking English and the strategies that the students use to overcome the students anxiety in speaking English.

B. FINDINGS

The findings suggested several factors that possibly contribute to the students' anxiety in speaking recount text. It also indicated that those factors were not only come from teacher but also the students. Based on the findings the factors that contribute to anxiety could be classified as follows:

1. Factor Contribute to anxiety comes from students
- Communication Apprehension

According to Horwitz (2012: 127), Communication Apprehension is a type of shyness characterized by fear of anxiety about communicating with people. The Difficulty in speaking in pair or groups (oral communication anxiety) or in listening to or learning a spoken message (receiver anxiety) is all manifestations of communication apprehension. The students who exhibit with communication apprehension will not feel



comfortable to speak in front of the class/public, commonly they limited language knowledge especially related to speaking and listening.

There are 3 sub indicators that influence from Communication Apprehension, such feeling discomfort, shyness and limited language knowledge. This factor has other symptoms such as students thinking too much about themselves towards others, feelings of shame, anxiety and confusion, increased heart rate, excessive sweating, cold hands and feet, heartburn and motor behavior that speaks haltingly, does not talk much, shaking, head lowered and avoiding the eyes of others.

It comes from Nazwa (N) that says:

R: In the speaking class, the most difficulty you felt was learning English?

N: When asked by the teacher to come forward. I am afraid that my real friends will laugh at me. Continue to be afraid of being wrong too.

R: So, how you're feel, when you anxious ?

N: I feel shy and my finger become cold.

Based on Nazwa's statement during the interview, friends are very influential on their anxiety in speaking English on recount text. Like her statement above, nazwa also experienced the symptoms of Communication Apprehension, such as cold hands, feeling restless and embarrassed.

The same reason also comes from Novri (Nv)

R: Then specifically in speaking class. What was the most difficult thing?

N: The way pronounce it. I'm Afraid of mispronunciation and also nervous and embarrassed.

R: Then, How your feel start to feel nervous like that ?

N: I usually feel trembling, speaking haltingly and confused in front of the class.

And also from Anggun (G) :

R: What made you nervous?

G: Friends, and afraid of being wrong too.

R: What makes you feel uncomfortable talking in front of friends?

G: In my opinion, if for example, look at my friends later, if we have been talking on and on, the friends say "yeah wrong .. wrong .." like that it only adds to my nervousness.

The communication apprehension experienced by students certainly did not a disadvantage, especially during a presentation or perform. This also has a negative impact on academic and individual social life. From the interview result above, it can be seen that N, Nv and G stated that they lacked the ability to speak English. Although the three students admitted that they were worried at that time make presentation because of their low English skill, the students felt that the problem was not important. They say so more worried because they faced classmates.

- Test Anxiety

According to Horwitz (2012:127) Test Anxiety is a type of performance anxiety stemming from a fear by dread of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. So that test anxiety is believed as one of the most important aspects of negative motivation. Test anxiety has symptoms such as comparing yourself negatively with other friends, showing avoidance or fear of the test, fast heart rate, muscle tension and poor performance of the test student who experienced it was come from Siska Meyliana (S):



R: Then specifically in speaking class. What was the most difficult thing?

S: The Pronunciation. I'm Afraid of speaking wrong.

R: What made you feel nervous?

S: Yes, I'm afraid, I'm afraid if I get a bad score, I am afraid of being preserved if I am wrong.

R: Then what do you feel if you start feeling nervous?

S: Cold sweat and halting speech.

- Fear of Negative Evaluation

According to Horwitz (2012:127) Fear of Negative Evaluation is a condition where the students are uneasiness, apprehension, and tension about others' evaluation, which can occur in any evaluative circumstance where the students feel more sensitive to the evaluations—real or imagined of their peers. Fear of negative evaluation regarding the fear of negative evaluation, it means that students pay more attention to their mistake rather than error correction that should be administered. Being worried of negative evaluation occurred because of one's response or comment toward their peer's ability. Thus, foreign language learners should have a positive impression on others. The condition is shown on the following data:

R: In your speaking class, what are the difficulties?

U: When teacher asked me to move forward, felt uncomfortable being the subject of attention in class, lacked vocabulary and was afraid of being wrong too.

R: Afraid of being wrong in what part?

U: Wrong pronunciation.

The same perception also came from Pasya Prince Gloria (P)

R: Well, in speaking class, you are usually asked to go forward (perform). Related to that, what difficulties did Pasya experience?

P: In the Speaking section it was difficult in the Pronunciation section then the wording. Because in English the pronunciation is different and the writing is different, if later I say it wrong, I'm afraid my friend will laugh on me.

These factors that played a great role in contributing the participants into anxious feeling is an unsupportive manner such as expectation ridicule by peer (friends), negative perception also worried if people did not care anymore on them. The data above show illustrate a condition that the students was afraid if he made a mistake, his friend will have assumption that he is not smart. The kind of fear of friends' assumption and reaction potentially interferes his performances on speaking. Sometimes when we nervous, students lowered his volume and made it faster in order to make his friends did not notice their mistake. However, the action impeded his development of the target language proficiency. The dominant factor of speaking anxiety on recount text is communication apprehension, whereas this factor is the most experienced by students grade IX in SMP N 1 Sibolga.

- Factors Contribute to Anxiety comes from teacher

The researcher found another factor that causes students to be anxious about speaking English on recount text is factor that comes from the teacher. Three of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to panic when have to speak English.

It came from Anggun (G) interviewee that says:

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R: Then how about the influence of the teacher?

G: Yes, it depends on the teacher too. There are those who go forward, the teacher just keeps quiet and there is also the teacher while watching us perform.

R: Then, if the speaking performance is comfortable, what should the teacher do?

G: If the teacher thinks it's enough to just listen to it, not look at it. If you keep looking at it, it will get more angry. So see it occasionally.

Moreover, some of the participants confessed that they felt uneasy because all of the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge. And from Aliza Rizha (Z) says:

R: According to Rizha, speaking so far is difficult?

Z: Yes, it's quite difficult.

R: Where is the difficulty?

Z: If the teacher keeps watching us, we immediately become out of focus. So forget the sentence you want to say.

The student also commented that they get anxious when suddenly teacher asked them the question. One student reported that just simply being called on can produce anxiety. For the other example there was student felt uncomfortable with the teacher when teaching in the class.

R: According to Masliani, so far, speaking, is it difficult or not?

M: Yes, it's quite difficult.

R: Where is the difficulty?

M: For example, if the teacher pays attention to us, we immediately don't focus. So forget the sentence you want to say.

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid humiliation or embarrassment of being called to speak. It ever happened in the

Factor of subject matter (taught to students). This factor should be adjusted to the age of the student's development, as well as the teaching method of the teacher, adapted to the conditions of student development. Therefore, for teachers to make a positive contribution to student learning activities, the teacher should be dominated learning materials and teaching methods that can be applied in accordance with students' condition.

- The Students Strategies To Reduce Anxiety In Speaking

This part of the study will focus on what does the students do to reduce their anxiety in speaking. The researcher used interview data to find the students strategies to reduce their anxiety in speaking. Based on interview, students reported many ways to reduce their anxiety. In reducing and grouping the data, the researcher embraced the strategies into five reasons, according to them, here some strategies to reduce anxiety in speaking.

- Preparation





Lack of preparation or unprepared the material is the factor of students anxiety in speaking. To overcome this factor, the student use preparation. Based on questionnaire, interview, and observation, the students did preparation to reduce their anxiety.

The data from interview, students answered they always prepared before coming to the speaking class. They prepared the material and studied it. Some of the students also practiced it with their friends or alone. Some of the students doing preparation combine with other technique to reduce their anxiety. The students prepared English class by writing the material and memorizing the material. Here some of the answer of the students in interview:

In interview, the researcher found that some of the interviewee doing preparation to reduce their anxiety and most of them also combined preparation with other techniques to reduce their anxiety. They probably thought that doing preparation was safer than other way and preparation is the main technique and the most useful way to reduce their anxiety. For example: the student namely Ralan Ependi. He said that he felt anxious when speaking in front of many people. To reduce his anxiety, he prepared the material before perform and made his body relax. By preparing the material and studying on it, he could keep it in his mind when perform, he said that he always felt blank when he had to speak without preparation or spontaneously.

R: What have you done to reduce anxiety?

N: make preparations before performing. Or before being appointed by the teacher, I have to practice how to pronounce it. (Novri)

R: What does Mutia usually do to overcome anxiety?

U: Making preparations before performing. (Mutia)

For detail of answer in interview transcript were enclosed in appendices. In observation, the researcher found preparation in almost all of time in speaking class. In the first and second observation, the material was manual book (manual on how to...). Most of the students were doing preparation before came and speak in front of the class. When their friends came forward, some of the students that did not came forward yet sometimes seen busy with their material.

- Peer seeking

Peer seeking is also one of the ways to reduce the anxiety. Based on the interview, one student agree if the peer seeking strategy is also a strategy that students apply to overcome their anxiety in speaking English. Students tell themselves that other people also feel anxious when speaking English, students tell themselves that difficult speaking problems are also difficult for others, and students try to talk to friends around them.

R: What are your efforts in reducing your anxiety and nervousness in speaking?

S: Find a confidant or someone who knows more about the material for questions. (Siska)

Students tell themselves that other people also feel anxious when speaking English, they tell themselves that difficult speaking problems are also difficult for others, and they try to talk to friends around them. The students think they are still beginners in learning English, so mistaking it would not be a problem at that time. This is because others are doing the same

- Positive thinking

Based on Interview data result, positive thinking was one of the ways to reduce anxiety in speaking. This data supported by the result of interview with the students that positive thinking was one of the factors contributing of students' anxieties in speaking.



For the detail of the answer in interview, the results were enclosed in appendices. Here the answer of the student:

R: Then what is usually done to overcome the gutter?

A: Usually I think that everything there is not human. or rather I think more positively (Rini Apriyanti)

R: Then the way to overcome it to reduce energy so that it can still perform well?

M: If our friends don't pay attention to us, we can actually run smoothly. So if you have to move forward on your own, before I go forward I have to find friends who can share to calm my nervousness. (Masliana)

R: If you go forward and forget, what effort did you do?

Z: Trying to remember the words forgotten and try to think positive while not looking at friends. (Rizha)

From the interview above, the students overcome their speaking anxiety by positive thinking.

- Relaxation

In relaxation, the researcher found some techniques used by the students to relaxing their mind and body such as took a deep breath, closed eyes, and some other else. The researcher found relaxing in interview. There was some relaxing way by the students, took a deep breath, tried to feel comfort, and tried to relax their mind. In interview, the researcher found that 2 of the interviewees said that they relax their mind and body to reduce their anxiety. They relaxing their mind and body to make their self felt more comfortable before came forward. Here some of the answer of the students:

R: When I went to the front, I was nervous. What did you usually do to minimize it?

T: Took a deep breath, clenched my fists and keep smiling (Tasya)

R: Then what have you done to reduce your nervousness and anxiety?

P: I thought about giving up or not performing but I thought if I gave up I wouldn't get any marks. So I forced myself to appear even without preparation. I think it is okay to laugh by others, the important thing we have tried and that is a good thing. (Pasya)

- Resignation

Resignation or not try to do anything also become technique used by the students to reduce their anxiety. In interview, one of the interviewee answered that doing nothing and let anything happens is her way in facing her anxiety in speaking class. Here the answer of the student:

R: How you reduce your anxiety or your nervous in front of the class ?

G: I have give up. At that time I didn't go forward to perform because I really didn't understand the material. But since I'm in grade IX, I never do that. (Anggun)

- Non-verbal Communication

Apart from the 5 strategies above, the researcher also found a new strategy called non-verbal communication. Non-verbal communication defines the distance between communicators and helps them to exchange their emotional state of mind. Also regulates the flow of communication, for example a person can signal to convey that he has finished speaking or that he wants to speak. According to the interview results,



when speaking, they also used movements such as making movements of their hands and bodies. Movement used is to minimize their anxiety and emphasize the point of ideas. However, the observational data indicated that some of the movements used by the students were unnecessary. It is because ideas and movements are not related to each other.

R: What are your efforts to reduce your nervousness in front of the class?

N: Usually I move myself unclearly to reduce my nervousness. Like my hands, I often flirting my fingers, twitching my feet erratically and looking up.

From the results of student observations showed their non-verbal communication in overcoming anxiety by playing their hands. Several female students seemed to be playing with their hoods before starting to speak in front of the class.

Trustworthiness Analysis

Credibility

In credibility, the researcher observed the teacher's opinion about students' ability in English speaking. The researcher had question about the background knowledge of the participants. The interview the researcher with teacher of English SMP N 1 Sibolga as below:

Researcher : *What do you think of Students' English language?*

Teacher : *From what I have seen during I teach them, they indeed not confident enough to show their potential. Even though they actually have great potential.*

Researcher : *How do you view the role of anxiety for students in the learning process, especially in speaking English??*

Teacher : *Anxiety is a major obstacle to students' speaking success. Speaking is a skill that must be adapted naturally without any worries in students. If the adaptation process experiences obstacles, especially those that come from within, it*

will affect advanced speaking learning. There must be a method or treatment to minimize anxiety in students.

Researcher : *What do you think is the cause of the students' anxiety when speaking in English?*

Teacher : *Some of them are low student motivation, the delivery of material to students is less varied and creative, limited reading or learning resources, low demands for learning success, and limited time to produce fluently language.*

Researcher: *Do you know how the students' perceptions of speaking learning? Does*

this also cause students to experience anxiety?

Teacher : *Students have their own fears when asked to come forward to speak. The production part of the learning process makes students feel anxious. This is because students must be creative in producing language based on a particular theme or topic. Meanwhile, in teaching practice, there are 4 skills that must be taught for a limited time. Ideally, the initial phase of learning should have a long time, not one or two meetings where students are required to produce their own language.*

Researcher : *Do your students mostly feel anxious when speaking English?*

Teacher : *Many students have anxiety, especially when speaking class.*

Researcher : *According with you mam, what causes them to be like that?*

Teacher : *From what I experienced when teaching them, they lack training, preparation and also lack vocabulary.*

Researcher : *What do you usually do when a student of yours feeling anxious in front of the class?*



Teacher : *I tell them to just relax and don't rush, and I always remind kids not to laugh at the mistakes their friends make.*

Researcher : *Has your student named Anggun ever used a resignation strategy to reduce anxiety?*

Teacher : *When he was in VII grade he had indeed done it before, but since class IX he has not done it anymore.*

Researcher : *Is it true they also often make irregular gestures when experiencing anxiety ?*

Teacher : *Yes, for some students also do that. they are comfortable doing it to reduce their nervousness.*

Researcher : *So far, what strategies have students used?*

Teacher : *There are not many strategies that students do, but some students apply preparation strategies and positive thinking.*

In his case, when researcher interview the teacher said there are some students that like English lesson, but not all students can speaking in English. Most of them not enjoy for English learning because afraid of their teacher. The teacher also said that some factor of student weakness, comes from their own fear, even thought in fact it is only a negative thing that will not necessarily happen.

CONCLUSION

Based on the results of data analysis and findings in the previous section, the researcher concluded that students implemented five strategies to overcome their anxiety in speaking English, namely the preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy and resignation strategy. These strategies help students express their opinions, in group discussions, and in individual presentations.

However, students still need help improving their pronunciation, speech content, sentence structure, and self-confidence. Study of speaking anxiety focusing on either both college or high school level and showing clear and convincing evidence of the causes of students' anxiety in speaking English. According to the students there were various factors that contribute to their anxiety. There are at least seven factors which were found in this study, they were speaking in front of the class, being laughed at by others, in comprehensible input, teacher, students' beliefs, lack of preparation, environment. The sources of these factors were not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of speaking anxiety. The experiences of the students provide a great deal of information about students' anxiety in speaking English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words, students can provide valuable information about their anxiety in speaking English. Therefore, it is important to use their insights to create a more relaxing environment.

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