

REDUCING STUDENTS' ANXIETY TO SPEAK ENGLISH

(Case Study at English Education Program of STKIP PGRI Ponorogo)

Academic Year 2015/2016.

THESIS



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CHAPTER I

INTRODUCTION

A. Background

Learning English as a foreign language has always been problematic area for some students where are exposed to English only in language class. Many factors determine the outcome of a learning process. One of them is individual differences of learner in second or foreign language learning. The individual differences (IDs) are characteristics or traits respect of which individuals may be shown to differ from each others.¹ The individual difference of learner in learning process can be interpreted not only in term of cognitive factors such as language attitude and learning style, but also in terms of affective factors. According to Brown affective factors is as affective domain (AD). Affective Domain is emotional side of human behavior and it may be juxtaposed to the cognitive side.² Brown proposed the affective domain such as self-esteem, willingness to communicates, inhibition, risk taking, anxiety, empathy, extroversion, and motivation.³

One affective factor that arouse in foreign language learning process is anxiety. Anxiety, also called psychological abnormality, is one

¹ Zoltan Dornyei, *The psychology of Language Learner: Individual Differences in Second Language Acquisition* (London:Lawrence Erlbaum Associates. Inc, 2005), 1.

² H. Douglas Brown, *Principles of Language Learning: Fifth Edition* (Longman, San Francisco University: Pearson Education, Inc, 2007), 153.

³ *Ibid.* 166.

of the variable emotions. It is commonly recognized that anxiety is the uncomfortable emotional state that is caused by frustration of one's self-esteem. The frustration is caused because the individual cannot fulfill his setting goal or cannot overcome the threat of the difficulties.⁴ Spielberger in Horwitz defined anxiety as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system."⁵ The anxiety experienced in a classroom Foreign Language Classroom anxiety (FLCA).⁶ Horwitz defined language anxiety as "a distinct complex of self perception, belief, feeling, and behaviors related to the classroom language learning arising from the uniqueness of language learning process."⁷

According to Young, language anxiety arises from: 1) personal and interpersonal anxieties; 2) learners beliefs about language learning; 3) instructors belief about language teaching; 4) instructor-learner interactions; 5) classroom procedure; and 6) language testing.⁸ Personal and Interpersonal anxieties are the most commonly cited to the high anxiety. That often takes self-thinking such as excessive self-evaluation, worry over of failure, and always concern over with other opinions.

⁴ Junxia YANG, "The affective Filter Hypothesis and Enlightenment for College English Teaching," *Psychology Research* 07 (2007), 4.

⁵ Horwitz, E.K., M.B., & Cope, J., "Foreign Language Classroom Anxiety," *The Modern Language Journal*, Vol. 70, 2 (Summer, 1986), 125-132.

⁶ Riffat-un-Nisa Awan, et al. "An Investigation of Foreign Language Classroom Anxiety and its Relationship with Students' Achievement," *Journal Of College Teaching and Learning* 7, 11 (November, 2010), 33-40.

⁷ Horwitz, E.K., M.B., & Cope, J., "Foreign Language Classroom Anxiety," *The Modern Language Journal*, Vol. 70, 2 (Summer, 1986), 128.

⁸ D.J Young, "Creative Low-anxiety Classroom Environment: What Does Language Anxiety Research Suggest," *The Modern Language Journal* 7,4 (winter, 1991), 427

Foreign language anxiety frequently shows up in listening, speaking, reading, or writing class. The students feel nervous when do not understand every word in listening class. The students are very nervous when their teacher asks them to speak in front of the class. The students start panic when asked to read English text orally. The students feel stress when their teacher asks them to write text English such as make short story or short message. The students have to think hard about the structures.

Young as cited in Allecia stated that for the four skill (listening, speaking, reading, and writing) speaking in the foreign language is often cited by students as their most anxiety-producing experience.”⁹ MacIntyre and Garder looked in more detail at anxiety in the classroom. The greatest anxiety seems to relate to negative experience in speaking activities.¹⁰ In many cases, students often express feelings of stress, nervousness, or anxiety while learning to speak the target language and claim to have ‘mental block’ against learning.¹¹ In foreign language, a speaker has to look for suitable lexis, has to construct and appropriate syntactic structure, and needs to use a comprehensible accent, plus the demanding tasks of

⁹ Alessia Occhipinti, “Foreign Language Anxiety in in-Class Speaking Activities: Two Learning Context in Comparison,” (Thesis, University of Oslo, 2009), 6

¹⁰ Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2000), 21.

¹¹ Ziazh Suleimenova, “Speaking anxiety in a foreign language classroom in Kazakhstan,” *Procedia Social and Behavioral Sciences*, 93 (2013), 1860.

thinking and organizing ideas and expressing them at the same time.¹² It is possible to create the anxiety feeling to the students.

In reality, feeling of anxiety is commonly expressed by some students in oral activities or speaking class. Many students feel tension, apprehension, nervousness, and worry when they are learning English. Some students of seventh semester English Education Program at STKIP PGRI Ponorogo distort their sound, difficult to pronounce the word, forgetting the simply vocabulary, refusing to speak and remaining silent when their teacher called to perform. The students also uttered that they are very nervous when speak in front of the class. The students have felt ready to do their oral test but when the oral test is going to begin suddenly, the students get nervous and cannot answer their teacher's questions. The students often forget the vocabulary when they speak. The students want to speak but they fear if they do a mistake. All that problems almost happen in students and they say that they had it. Because of that, they get low achievement and hinder their progress in foreign language study.

Young stated that “many students give an anxiety reaction when speaking or when being asked to speak by the teacher such as distortion of sound, inability to produce the intonation and rhythm of language, “freezing up” when called on to perform, and forgetting words or phrase

¹² Tanveer, M. “Investigation of the Factors that Cause Language Anxiety for ESL/EFL learners and Learning Speaking Skills and the Influence it Casts on Communication in the Target Language.” (Dissertation, University of Glasgow, Scotland, 2007). 3

just learned or simply refusing to speak and remaining to silent.”¹³ Foreign language learners commonly utter those statements and it indicates an important problem that the majority of students face in learning and particularly speaking a foreign language.

Based on the background of study above, the researcher wants to know do the students who have less anxiety the better they speak. The researcher takes place in the seventh semester students of English Education Program of STKIP PGRI Ponorogo. Students will only concentrate to speak. The students will prepare and express how to speak in front of their teacher and their friends as well as they can. Therefore, the researcher takes the title **“REDUCING STUDENTS’ ANXIETY TO SPEAK ENGLISH (Case Study at English Education Program of STKIP PGRI Ponorogo) Academic Year 2015/2016”**.

B. Research Focused

In this research, the scope focused on reducing students’ anxiety to speak English. Here the students should be able to reduce anxiety effective.

The subject in this research is the seventh semester students of English Education Program at STKIP Ponorogo academic year 2015/2016.

¹³ T.Stephenson, Jean Wilson. “Anxiety in Learning English As Foreign Language its Association with students variable, with overall proficiency, and with proficiency and with proficiencie on an oral test.” (Thesis, University of Granada, 2006), 102-103.

C. Statements of The Problem

Based background that has been discussed, the writer formulate the problem as follows:

1. What are the causes of the students' anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016?
2. How do the students' effort to reduce their anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016?

D. Objectives of The Study

Referring to the formulation to the research problem above, the study is intended to uncover:

1. To find out the causes of the students' anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016.
2. To find out the students' effort to reduce their anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016.

E. The Significances of The study

In this section, it is necessary to explain why the problem is an important one to study.

1. Practice

a. Researcher and teacher

The findings of the study are hopefully to the researcher and the teacher to get in-depth insight of language anxiety in English speaking. So that, the teacher and the researcher may develop best strategy or technique based on the understanding of language anxiety.

b. Students

Students may use coping strategies that suitable for them to reduce level of anxiety in language classroom so that they can improve their speaking.

2. Theory

The finding of the study may contribute to the theory and knowledge in the specific area to which the research question is related and to what extent the result will be useful in solving problems and answering questions in the general field. The findings also may provide grounds for further research in the area in English Education Program of STKIP PGRI Ponorogo.

F. Research Methodology

Research methodology is used in this research. The existence of the research methodology has a goal is building the research systematically. The research methodology covers a set of research

activities conducted by the researcher. It involves research design, research role, research setting, data sources, techniques of data collection, techniques of data analysis, checking of validity, and also research procedure.

Those were gotten from the subjects (selected students /one of students). The researcher presented the subjects the subjects'profile.

1. Subject 1 (S1)

S1 is student of English Education Program. He is from semester 7A (PBI 2012). He was graduated from SMK Slahung Ponorogo.

2. Subject 2 (S2)

S2 is student of English Education Program semester 7A (PBI 2012). She was graduated from SMA 2 Ponorogo.

3. Subject 3 (S3)

S3 is student of English Education Program semester 7A (PBI 2012). He was graduated from SMK Tuban.

4. Subject 4 (S4)

S4 is the student of English Education Program semester 7A (PBI 2012). She was graduated from SMA 1 Balong Ponorogo.

5. Subject 5 (S5)

S5 is the student of English Education Program 7A (PBI 2012).

1. Research Design

Research design is a plan of collecting and analyzing data in order to match the research objectives. It also can be stated that research design is a guide for the researcher to conduct a scientific research. It gives the researcher a description of in what ways data is collected and analyzed. It is a well-organized plan of achieving the research objectives. This research applied a qualitative research design. Qualitative research is a process inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs.¹⁴

Qualitative research is frequently done in the form of descriptive research. The descriptive research has a goal of describing the process, condition, and characteristic of an event. Based on the statement, it can be concluded that qualitative research is a kind of research which is done based on the phenomenon condition (get information thoroughly direct interaction between the researcher and the research object) in the process of collecting data.

The research data was collected naturally by interviewing phenomena while it was happening and by conducting a verbal communication with the respondents. This research promote researcher as the research instrument. It also took into account the process rather than the outcomes or the product.

¹⁴ Eli Hinkle, Handbook of Research in Second Edition Language Teaching and Tearning(london: Lawrence Erlbaum associates publisher, 2005), 225.

This research includes case study approach. Case study approach involves systematically gathering enough information about a particular person, social, setting, event, or group to permit the researcher to effectively understand how it operates or function.¹⁵

In this research, the data was collected naturally by observation, interview and documentation about reducing students' anxiety to speak English in seventh semester students of English Education Program at STKIP PGRI Ponorogo in academic year 2015/2016 by conducting an observation, interview with the students and the lecturer of the university. The researcher placed herself as an interviewer. Then, the data were analyzed and presented in form of description.

2. Research Role

A Qualitative research promotes human (researcher) as an observer, a participant observer, or some combination of the two.¹⁶ In this research, the researcher is main data collection instrument or collector of data. The researcher interacts with subject's activity in research setting. Along this interaction, the researcher collects and arranges the data systematically. Then, the researcher analyzes, interprets, and reported the result. The researcher collects the data about reducing students' anxiety to speak English.

¹⁵ Bruce L. Berg, *Qualitative Research Method for the Social Sciences*, ed. 4th, 224.

¹⁶ Donald Ary, et al., *Introduction to Research In Education*, 588.

3. Research Location

The research takes a place at STKIP PGRI Ponorogo. It is located at Kertosari village, Ponorogo. The researcher chooses this college because the students of this college mostly fear of making mistakes in speaking. So that, the students need to improve their effort in speaking especially in the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016.

4. Data Sources

Data source is the subject where the data to be found. The prominent data source on this research is group of word and an action, and the others as document is an additional.¹⁷ Therefore, data sources in this research included the primary data and secondary data.

a. Primary data sources were individual who supplied me with raw data through interview, observation and interaction.¹⁸ In conclusion, the primary is data of research included the data or information about “reducing students’ anxiety to speak English to the seventh of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016”. The primary data in this research takes from interview and documentation.

¹⁷ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 1998), 112.

¹⁸ Thomas A. O’Donoghue & Keith F. Punch, *Qualitative Educational Research in Action*, (London: RoutledgeFalmer, 2003), 13.

- b. Secondary source of data came from the popular and professional literature and included biographical and autobiographical account as published interview and studies of people in relationship.¹⁹ This research need to find out any other sources called secondary data source, such as book, internet, dictionary focuses on teaching and learning speaking environment.

5. Techniques of Data Collection

In this study, the writer uses the technique and the instrument of collecting data as follows:

a) Observation

The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants. Observers attempt to see the world through the eyes of those they are studying. The observe carefully in an effort to acquire “members’ knowledge and consequently understand from the participants’ point of view what motivated the participants to do what the researcher has observed them doing and what these acts meant at the time”²⁰. In this observation, the researcher use field no to write anything about the progress. Because, it is impossible for researchers to remember all that is done and said in any social setting, and it is

¹⁹ Ibid.

²⁰ J. Amos Hatch, *Doing Qualitative Research in Education Setting* (New York: State University of New York, 2002), 72.

impossible for the researcher to make a complete record on the spot of the rapidly changing event in that setting.²¹

In the observation, the researcher wants to find out about students' English activities from the first up to the end.

b) Interview

Interview provides a way of generating empirical data about the social world by asking people to talk about their lives²² (related in student language learning strategies, of course). Yet, interviewing is one of the most common and most powerful ways. We use to try to understand our fellow human being. Interview is a paramount part of sociology, because interviewing is interacting and sociology is the study of interaction.²³

Interview is one of techniques to collect a data in this research. Interviews are special kinds of conversation or speech events that are used by researchers to explore informants' experiences and interpretations.²⁴ Based on the statement above, interview is conversation between researcher and informant to explore informants' experience and interpretations.

²¹ J. Amos Hatch, *Doing Qualitative Research in Education Setting* (New York: State University of New York, 2002), 82.

²² Darlin Weinberg, et al., *Qualitative Research Methods* (Oxford: Blackwell Publisher Inc., 2002), 115.

²³ Norman K. Denzin, *Handbook of Qualitative Research*, (USA: SAGE Publications, 1994), 361.

²⁴ J. Amos Hatch, *Doing Qualitative Research in Education Setting*.

Qualitative researchers used interviews to uncover the meaning structures that participants use to organize their experiences and make sense of their world. These meaning structures are often hidden from direct observation and taken for granted by participants and qualitative interview techniques offer tools for bringing these meaning to the surface.²⁵ Qualitative research used interview to get a data from informant, in order to understand the phenomenon, process or point of view, interviews are used to gather data from people about opinion, beliefs, and feeling about situation in their own word.²⁶

This interview was face to face; the question could be done in details so the information collected would be reliable and sufficient. The researcher did the interview to gain the information from the students and the lecturer of speaking in seventh semester students of English Education Program of STKIP PGRI Ponorogo about the the causes of students' anxiety to speak English and the students' effort to reduce their anxiety to speak English.

c) Documentation

This research used documentation as one technique in data collection. Qualitative researcher may use written documents or other artifact to gain an understanding of the phenomenon under study. Documents classified into four categories: public record, personal

²⁵ Ibid.

²⁶ Donald Ary, et al., Introduction to Research in Education, 438.

documents, physical materials and researched generated document. Document Analysis can be written or text based artifact (textbook, novels, journals, meeting minutes, logs, announcement, policy statements, newspapers, transcript, birth certificate and other), or non written records (photographs, audiotape, videotape, computer, image, website, musical performance and others).²⁷

The documentation method also is used included history of school, rapport and the other data. This research needs Grade Point of students' speaking skill. The data got from documentation of the result students' English Evaluation of test.

6. Data Analysis

Qualitative data analysis is the process of collecting and arranging the data sources which is collected from the interview, field notes and other sources as systematically as possible in order to make people easy to understand the research finding. As Hatch statement, that Data Analysis is a systematic search for meaning. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, developing explanation, make interpretations, mount critiques, or generate theories. It often involves synthesis,

²⁷ Ibid, 442.

evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding.²⁸

Based on the statement above, data analysis is conducted when the researcher collect data. The data analysis begins when the researcher observes the subject of research or conduct an interview with respondents. Besides that, the data analysis can conducted when the researcher complete the process of collecting data.

The stages of interactive analysis applied in this research are presented in the following:²⁹

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writing-up field notes or transcription. In this stage, the researcher summarizes, classifies, and focused on essential things. Through data reduction, researcher may focus on the data that will be analysis.

b. Data Display

Data display is a stage of organizing, compression, assembly of information that permits conclusion drawing and action.³⁰ Data display

²⁸ J. Amos Hatch, *Doing Qualitative Research in Educational Setting*, 148.

²⁹ Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, (California: Sage Publications, 1994), 10.

³⁰ *Ibid*, 11.

will help the researcher to understand what is happening and to do something for further analysis or caution on that understanding.

c. Conclusion Drawing/ Verification

In this stage, researcher makes a conclusion. Conclusion fare also verified as the analyst proceeds.³¹ The conclusion in qualitative research can answer the statement or the problems that have been formulated.

Based on the statement above, the stages of data analysis can be showed in this chart:

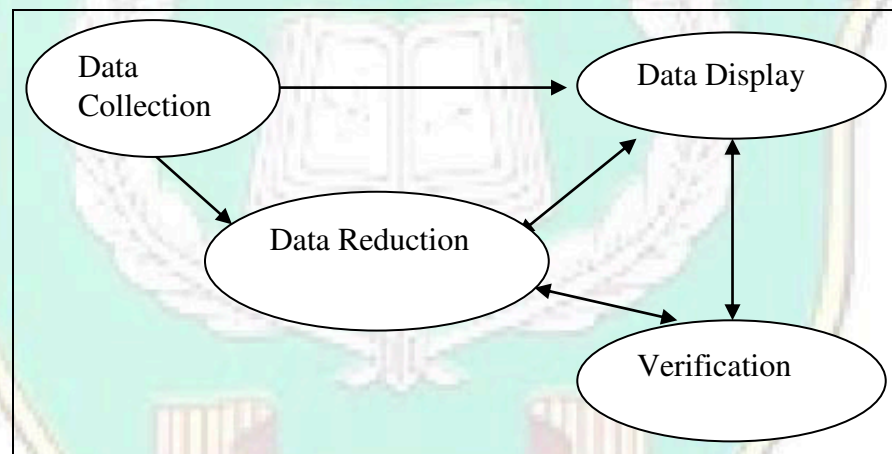


Chart: 1.1 the stage of Data Analysis³²

7. Checking Validity of Data

According to Lexy Maleong, “Keabsahan dan merupakan konsep penting yang diperbaharui dari konsep kesahihan validitas dan

³¹ Ibid.

³² Ibid, 12.

keandalan reabilitas".³³ In qualitative research, there are some techniques to check the credibility of data such as diligent observation and triangulation.³⁴

To get the valid and credible data, the researcher used triangulation technique. Thus, Lexy Moleong stated, "*Triangulasi adalah teknik pemeriksaan keabsahan data yang memanfaatkan data sesuatu yang lain di luar data itu untuk keperluan pengecekan atau perbandingan terhadap data itu. Ada empat triangulasi sebagai teknik pemeriksaan yang bermanfaat: penggunaan sumber, metode, penyidik dan teori*".³⁵

From the statement above, there are four triangulations as investigations technique that useful; the using of source, method, investigating officer, and theory. The first, triangulation using of source is means compare and check the validity of the information used the different time and tool in the qualitative method³⁶ example: compare the data that get from the interview with observation. Second, triangulation method is according to Patton, "there are two strategies in triangulation method include: (1) checking the validity of research result by using some of data collection techniques, (2) checking the validity of data sources by using same method,³⁷ Thirst, triangulation-

³³ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, 171.

³⁴ Sugiyono, *Pendekatan Kuantitatif, Kualitatif & R & D*, (Bandung: Alfabeta, 2008) , 368.

³⁵ Lexy J Moleong, *Metodologi Penelitian Kualitatif*, 178.

³⁶ Ibid.

³⁷ Ibid

investigating officer is checking the validity of data by exploit the other researcher or observer.³⁸ Fourth, triangulation using theory is according to Licoln and Guba, “*Berdasarkan anggapan bahwa fakta tertentu tidak dapat diperiksa derajat kepercayaannya dengan satu atau lebih teori*”.³⁹

In conclusion, triangulation is validity investigation technique that used other data from original data to check or as comparator of the data.

In this research, the researcher used the triangulation technique with the data source. Therefore, the researcher compared and checked the validity of collecting information through the different and tool in the qualitative method.

8. Research Procedure

In this research, there are some procedures of research which must be done. There are planning, application and reporting.

a). Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

b). Application

³⁸ Ibid

³⁹ Ibid

- (1). Observing the Reducing Students' Anxiety to speak English to the seventh semester students Of English Education Program at STKIP PGRI Ponorogo.
- (2). Analyzing data
- (3). Making conclusion and suggestion.

c). Reporting

In this research activity researcher writes a research report in form of thesis writing about the Observing the Reducing Students' Anxiety to Speak English to the seventh semester students of English Education Program at STKIP PGRI Ponorogo.

G. Organization of The Thesis

In order to make reader easier in understanding the context of the research, the researcher makes an organization of the thesis.

CHAPTER I: INTRODUCTION

In this chapter is introduction, it was general description and take a role as basic of mindset for the thesis. The first chapter consists of background of the study, research focused, statements of the problems, objective of the study, significances of the study, research methodology, and organization of the thesis.

CHAPTER II: REVIEW OF LITERATURE

In this chapter explain about Theoretical background; definition of anxiety, cause and effect anxiety, definition of speaking, the function of speaking, aspect of speaking, the characteristics of successful speaking, problem with speaking activities. Review of previous research finding.

CHAPTER III: FINDING

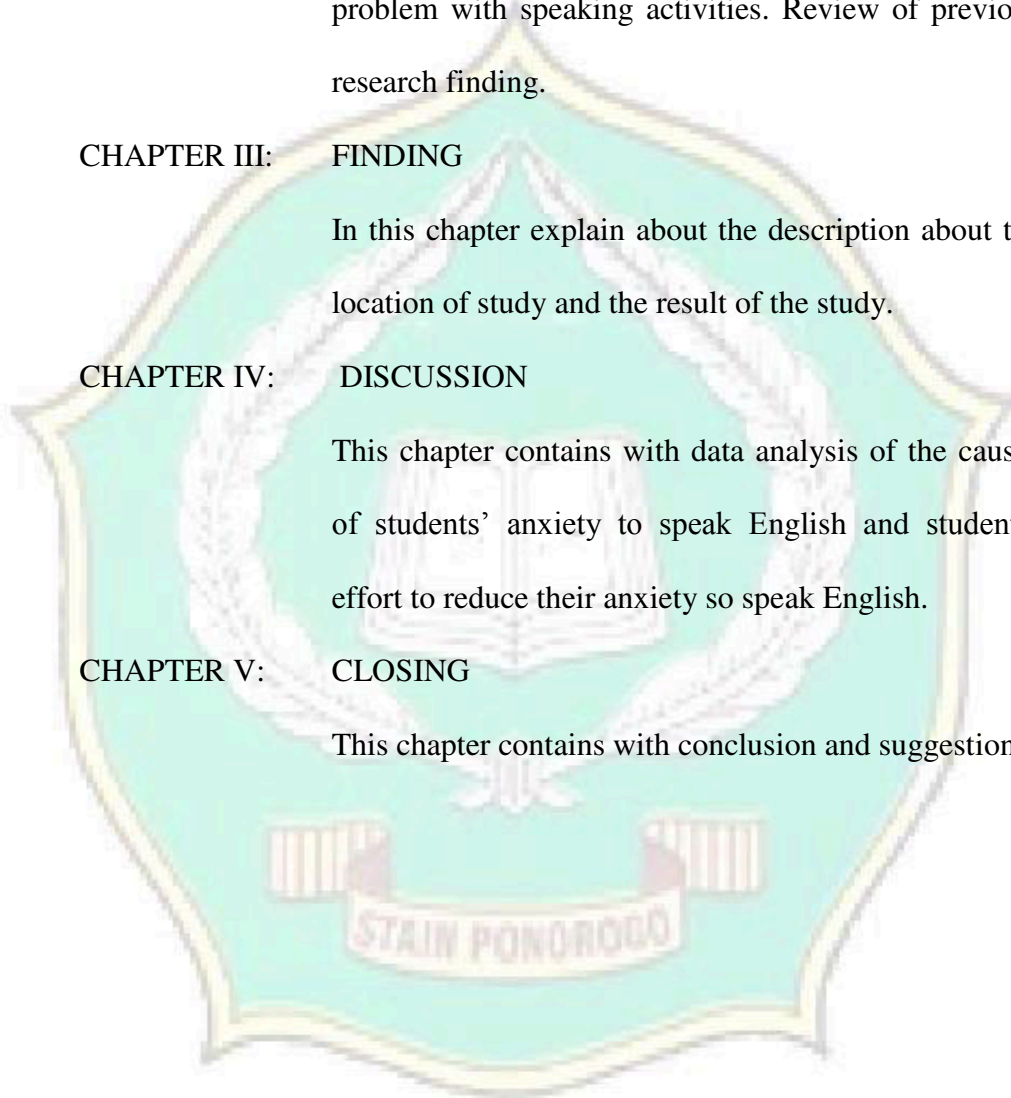
In this chapter explain about the description about the location of study and the result of the study.

CHAPTER IV: DISCUSSION

This chapter contains with data analysis of the causes of students' anxiety to speak English and students' effort to reduce their anxiety so speak English.

CHAPTER V: CLOSING

This chapter contains with conclusion and suggestion.



CHAPTER II

LITERATURE STUDY

A. Theoretical Study

1. Anxiety

a. The Definition of Anxiety

Based on Oxford Dictionary, anxiety is emotional condition in which there is fear and uncertainty about the future concern.⁴⁰ Anxiety refers to a psychological state in which the person's sense of uneasy suspense and worry is triggered by ambiguous circumstances. That is anxiety refers to general feeling of uneasiness and distress about an unspecified, diffuse, uncertain, and often formless form of threat or danger and the source of danger cannot be identified.⁴¹ General anxiety is the excessive and exaggerated worry about everyday things.⁴²

Anxiety is defined by Spielberger (1983) in Horwitz as a "Subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".⁴³

Psychologists make distinction three categories of anxiety:⁴⁴

⁴⁰Oxford Dictionary (New York: Oxford University Press, 1979), 34

⁴¹Moshe Zeidner, Gerald Matthews. Anxiety 101, (New York: Springer Publishing Company, 2011), 5

⁴²ZiashSuleimenova, "Speaking anxiety in a foreign language classroom in Kazakhstan," *Procedia-Social and behavioral Sciences*, 1860

⁴³Horwitz, Elaine, K, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics* 21, no 1 (March, 2001), 113.

⁴⁴Ibid, 113.

1. Trait anxiety, which is a personality trait.
2. State anxiety is a response to a particular anxiety-provoking stimulus such as an important test.
3. Situational anxiety is refers to the persistent multi-faceted nature of some anxiety (MacIntyre& Gardner). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participations.⁴⁵

b. Anxiety Distinctions

In 1972 Spielberger introduced the distinction between state and trait anxiety that is commonly used by school psychologist early 21st century. State anxiety refers to the unpleasant sensation of fear experience of in the face a threat, whether physical or psychologist. Trait anxiety, by contrast, is an aspect of personality namely, a tendency to experience state anxiety when confronted with a threat that remains stable in a specific individual over time but varies from individual to another.⁴⁶ Likewise, Dorneyi state that state anxiety is transient, moment-to-moment experience of anxiety as an emotional reaction to the current situation. While trait anxiety refers to a stable predisposition to become anxious in a cross-section of situations.⁴⁷

Therefore, as Brown suggested, it is important for teacher to try to

⁴⁵Awan, "An Investigation of Foreign Language Classroom Anxiety and its Relationship with Students' Achievement, 34.

⁴⁶Clark A. Chin & Kim Nguyen-Jahiel, "Anxiety," *Psychologist of Classroom Learning*, ed. Eric M. Aderman, (Farmington Hill: Gale Cengage Learning, 2009),39.

⁴⁷ZoltanDorneyi., 198

determine whether a student's anxiety stems from a more global trait or whether it comes from a particular situation at the moment.⁴⁸

In 1980 Spielberger distinguished between two features of both state and trait anxiety, namely worry and emotionality. Worry is related to the cognitive dimension of anxiety. Emotionality refers to the feeling and physical sensations associated with anxiety, such as sweating, breathing heavily, feeling nauseated, or having a dry mouth.⁴⁹ Dornyei considered worry have negative impact on performance, whereas emotionally does not necessarily have detrimental effects.⁵⁰

Other distinction about anxiety is beneficial/facilitating anxiety and inhibitory/ debilitating anxiety. Facilitative anxiety is that some concern- some apprehension- over a task to be accomplished is a positive factor. Debilitative anxiety, by contrast, inhibits performance. As simply what Oxford called helpful and harmful anxiety.⁵¹

c. Cause and Effect of Anxiety

Many experts believe it caused by a combination of innate characteristics and external experiences, situation and events.⁵²

Furthermore, trigger of classroom anxiety is not only test or school work but also, feature of the social environment such as recent move to

⁴⁸H. Douglas Brown, 151.

⁴⁹A. Chin & Kim Nguyen-Jahiel, 39.

⁵⁰Zoltan Dornyei, 198.,

⁵¹H. Douglas Brown, 151.

⁵² Diane Peters Mayer, *Overcoming School Anxiety* (New York: Amacom, 2008), 6.

a new school, general feeling of isolation or rejection, verbal criticism from the teacher, or bullying by schoolmates. Besides older children and adolescents commonly experience anxiety related to social popularity other areas of competition.⁵³ Associated factors related to characteristic that cause of anxiety are gender and generic. Hubert cites findings that girls have higher levels of general anxiety than boys. Eley& others also have reported in twin studies that some children appear to be genetically predisposed to high levels of trait anxiety.⁵⁴ As has been noted that there is no known single cause of anxiety, that's why anxiety is complex.

2. Language Anxiety

a. The definition of Language Anxiety

A feeling of nervousness associated with language learning is termed as Language Anxiety (LA). MacIntyre conceives LA as “the worry and negative emotional reaction aroused when learning or using a second language.”⁵⁵ Horwitz and Cope (1986) defined Foreign Language Anxiety (FLA) as “

It is important to illustrate the development of anxiety theory, moving from general anxiety to more situation-specific theories of language leaning anxiety. Similary, MacIntyre& Gardner view that,

⁵³Clark A. Chin & Kim Nguyen-Jahiel, “Anxiety,” *Psychology of Classroom Learning*, ed. Eric M, Anderman, (Farmington Hill: Gale Cengage Learning, 2009), 40.

⁵⁴ Ibid,

⁵⁵Awan, “*Investigation of Foreign Language Classroom Anxiety and its Relationship with Students’ Achievement*,” 34.

“while the instruments used to measure language anxiety should be specific to language area, theoretical links to the more general anxiety literature can be strengthened.”⁵⁶ So when anxiety is limited to the language learning situation, it falls into the category of specific anxiety reaction.⁵⁷ For next discussion, the term “language anxiety”, “foreign language anxiety” and “second language anxiety” will be used interchangeably.

The definition from Horwitz et al. is widely referred in many articles, “foreign language anxiety as a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”⁵⁸ MacIntyre & Gardner give more concise definition, “worry and negative emotional reaction aroused when learning or using second language”. Similarly Zhang defined anxiety as psychological tension that the learner goes through in performing a learning task.⁵⁹ The definitions are built around the claim made by Horwitz et al. foreign language anxiety is “phenomenon related to but distinguishable from other specific anxiety.”⁶⁰

⁵⁶N. Eleni Pappamihel, “English as a second Language Students and English Language Anxiety: Issues in the mainstream Classroom, *Research in the Teaching of English*, 36 (February, 2002), 329.

⁵⁷ Elaine K. Horwitz et al., 125

⁵⁸ Ibid., 128

⁵⁹ Tran Thi Thu Trang, “A Review of Horwitz, Horwitz, and Cope’s Theory of Foreign Language Anxiety and the Challenges to the Theory, *English Language Teaching*, 5 (January, 2012), 69.

⁶⁰ Elaine K. Horwitz et al., 129

MacIntyre & Gardner argued that language anxiety stems primarily from the social and communicative aspects of language learning and therefore can be considered as one of the social anxieties. Language anxiety then is not only have affective components but also cognitive and behavior components.⁶¹

Generally speaking, almost all students in language classroom experience anxiety. It is reality that undisputable. So that, it is important to emphasize from early discussion that, anxiety is not merely an abstract construct studied by theorist or by researchers under laboratory on induced-anxiety conditions, but reality for many students.⁶²

However, connection anxiety and language learning had yielded equivocal result, and there is no clear-cut relationship between anxiety and foreign language achievement. Horwitz et al. suggested that one reason accounting this failure was the lack of anxiety measures to specific foreign language learning.⁶³

b. The Characteristics of Anxiety

Horwitz et al. have integrated three related anxiety in their conceptual foundations of foreign language anxiety, including 1).

⁶¹ Peter D. MacIntyre, "How Does Anxiety Affect Second Language Learning? A Reply to Sparks and Ganschow," *Modern Language Journal*, 79 (Spring, 1995), 91.

⁶² Tran Thi Thu Trang, 69.

⁶³ Elaine K. Horwitz et al., 126

Communication apprehension, 2). Test anxiety, 3). Fear negative evaluation.⁶⁴

1. Communication apprehension

It is a type of shyness characterized by fear or anxiety about communication with people. When perform in the class, students feel they have little control of the communication situation and their performance is constantly monitored by teacher and their friend. Difficult in speaking in groups (oral communication anxiety) or in public (“stage fright”) or in listening to or learning a spoken message (receiver anxiety) are all manifestation of communication apprehension. Students who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a foreign language class. The special communication apprehension also make one will almost have difficulty understanding others and making oneself understood.

2. Test anxiety

Test-anxiety refers to a type of performance anxiety stemming from a failure. Most of students demand on themselves to be success and they feel anxious to be failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since test and quizzes are frequent and even the brightest and most

⁶⁴Elaine K. Horwitz et al., 127

prepared students make errors. Moreover oral test have more potential anxiety provoking situation to students,

3. Fear of negative evaluation

It is defined as apprehension about others' evaluations, avoidance of evaluative situations and the expectations that others would evaluate one-self negatively. Students may also acutely sensitive when they perform in language classroom to the evaluations- real or imagined- their peers. Although similar to test anxiety, fear of negative evaluation is broaden scope because it is not limited to test-taking situations, rather it may occur in any social, evaluative situation such as interviewing for a job, or speaking in foreign language class.

On the other's view, MacIntyre criticized conceptual component "test anxiety" in foreign language anxiety. Test anxiety in general problem rather than being specific to the foreign language classroom. Aida also criticized test anxiety as component of foreign language classroom. Horwitz in 2010 then clarifies that foreign language anxiety is related to communication apprehension, fear negative evaluation and test anxiety rather than being composed of, as "misinterpreted" by many researchers.⁶⁵

Many other different factors can contribute to emergence of such feeling of anxiety and nervousness. Researchers interested in the study of language anxiety present in the foreign language classroom.

⁶⁵ Tran Thai Thu Trang, 72

They are closely linked to oral-oriented activities, competitiveness, isolation, the feeling of being judged and losing control, teachers' characteristics.⁶⁶

1. Oral –oriented activities

Research conducted on anxiety revealed that students have extremely negative experience with oral activities in a language class. Students with high language anxiety were mainly afraid to speak in the foreign language among activities judged to produce high anxiety were oral presentations, skits, role-plays, and saying how you would react in a given situation.

2. Competitiveness

Too much competitiveness among language learners can lead to increased states anxiety. They tended to become more anxious when they compared themselves to others. On the other hand, when learners perceived themselves becoming more proficient and better capable of competing their anxiety diminished.

3. Being judged in the classroom

The situation of being judged in the class either by the learner or by the teacher may make them feel insecure and anxious. Teacher may minimize competition and make learners work together, then judgment on the part of the learners should diminish.

⁶⁶ Anna Gatkowska, Sources of Language Anxiety in The Foreign Language Classroom, (<http://www.anglisci.pl/wasze-publicacje/source-of-language-anxiety-in-the-foreign-language-classroom.html>)

4. Feeling isolated in the classroom

Another factor contributing to the feeling of anxiety is isolation in classroom. The feeling of isolation is also associated with the feeling of disregard.

5. Feeling loss to control in the classroom

Students feel deprived of control in several classroom interactions when it comes to managing the discourse. This is the consequence of the situations in which learners are not fast enough to answer teacher's questions or repeatedly appropriated by others. Authoritarian and controlling teachers have a powerful impact on the students' feelings of the loss of control since they create conditions in which only instructors have an impact on what is happening in the classroom.

6. Instructors' characteristics and behaviors

A significant number of researchers relate language anxiety to interactions between an instructor and a learner. Among the most important interactions causing anxiety harsh error correction, ridicule and inappropriate manner of handling mistakes in front of class.

Young also reviewed and summarized briefly six possible sources of second language anxiety a. personal & interpersonal issues; b. Instructor- learner interactions; c. Classroom procedures; d.

Language testing; e. Instructors beliefs about language learning; f. Learner beliefs about language learning.⁶⁷

c. Some Factors and Caused of Anxiety

Some factors that cause of anxiety are shown below:⁶⁸

1. Heredity

DNA is a personal blueprint, determining height, hair color, body type, innate talent and even certain behavior, emotional structure, and the degree of sensitivity.

2. Biology

The nervous system which includes the brain spinal cord, organs, nervous and chemicals in the body may produce the physical and mental manifestation of anxiety.

3. Personality type

Children who experience a high degree of anxiety seem to share many of the same personality traits and characteristics.

4. Childhood and family factors

Mental health expert agree that experiences including the parent's style of parenting, combine with the child's innate qualities, such as the child's of emotional sensitivity, in the development of anxiety disorders.

⁶⁷Riffat-un-NisaAwan, et al. "An Investigation of Foreign Language Classroom Anxiety and its Relationship with Students' Achievement," *Journal Of College Teaching and Learning* 7, 11 (November, 2010), 34.

⁶⁸Diane Peters Mayer, 6-8.

5. Learning, physical and emotional disabilities

Disabilities such as learning disorders, Attention Deficit/Hyperactivity disorders (ADHD), autism, and cerebral palsy are likely to cause academic and social struggles, which can lead to feeling of being stupid and lazy and to being isolated by peers.

6. Medications

Medications such as over the counter antihistamines or cold remedies may cause anxiety in sensitive children. Caffeine found in sodas or the sports drink targeted to elementary school athletes is closely associated to anxiety, as is nicotine.

7. Significant life events/ traumatic events

Move on a new school, the death of a parent, or a parent leaving for military duty, or traumatic events, such as physical and sexual attacks, often lead to anxiety.

There are short and long term effects of school anxiety. Short term effects of school anxiety include: missing out on important school-work, stunting intellectual development, creating a record of poor academic performance, not being able to relate well to peer group reduces social growth, potential increase in frustration levels, stress and tension among family members.⁶⁹

Long term effects of school anxiety can include chronic anxiety or the development of an anxiety disorder (severe and chronic

⁶⁹Diane Peters Mayer, 5.

anxiety), chronic underachievement in school, low self-esteem, and difficulties in achievement a satisfying personal professional adulthood.⁷⁰

Anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. But relationship between language anxiety and language learning is not straightforward. The researchers have met mixed result when they have attempted to quantify the effect of anxiety on foreign language learning. Ganschow and Sparks found that anxiety as consequence in language learning rather than a cause. Anxiety, in their view, is consequence of poor achievement in foreign language learning. It contrasts to Howartz et al. & MacIntyre's view that anxiety is more likely to be cause rather than a consequence of poor performance. In fact, the two sides have not totally rejected each other's perspective.⁷¹

To determine anxiety is cause or consequence may differ in situations. Anxiety cause students to learn less and make students unable to demonstrate the information that they have learned already. While in other situations, anxiety is likely to result from certain situation with a possible reason being language difficulty in the case of language learning.

⁷⁰Ibid, 6

⁷¹Tran Thi Thu Trang, 71.

To give notice the important role of anxiety in foreign language learning, it is better to cite Horwitz's statement that, "*in addition to contributing to our understanding of second language achievement, language anxiety is fundamental to our understanding of how learners approach language learning, their expectations for success or failure and ultimately why they continue or discontinue study.*"⁷²

1. To understand the relationship between anxiety and student's performance, some clinical experiences of Horwitz et al. may be helpful.⁷³
2. Students are fairly comfortable in delivering prepared speeches in their foreign language class but tend to "freeze" in role-play situation.
3. Many students claim that they have little or no idea of what teacher saying in extended target language utterances.
4. Students report that they know a certain grammar point but 'forget' it during a test or an oral exercise when many grammar points must be remembered and coordinated simultaneously.
5. Students who are overly concerned about their performance may become so anxious. When they make errors, they may attempt to compensate by studying even more, but still, they often do poorly.

⁷²Elaine K. Horwitz, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics*, 21 (2001), 122.

⁷³Ibid., 126-127.

d. FLCAS (Foreign Language Classroom Anxiety Scale)

In order to measure foreign language anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) has been developed, a self-report measure which assesses “the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psychophysiological symptoms, and avoidance behaviors” (Horwitz 1986, 559). Many studies have addressed the relationship between language anxiety and motivation. More specifically, integratively motivated students “are less anxious in second language contexts” (Gardner, Day and MacIntyre 1992, 212) than students who are instrumentally motivated. Their research findings provide indications that anxiety and motivation are “two separate dimensions with overlapping behavioral consequences” (Gardner, Day and MacIntyre 1992, 212). Six types of sources of foreign language classroom anxiety have been identified (Young, 1991): personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language learning, instructor-learner interactions, classroom procedures, and testing.

Apart from general foreign language classroom anxiety, many learners are highly anxious with respect to participation in speaking activities. Indeed, it is often suggested that speaking is the most “anxiety-provoking aspect in a second language learning situation” (Cheng, Horwitz, and Schallert, 1999: 420). An examination of

sources of foreign language speaking anxiety showed a correlation between a) anxiety and fear of negative evaluation, and b) anxiety and perception of low ability in relation to peers and native speakers (Kitano, 2001). Kitano suggests that teachers should find ways to support students with fear of negative evaluation, which may involve providing these students with positive reinforcement, such as positive comments. In relation to learners' perception of low ability, teachers should make interventions in the classroom environment and practices and create a "sense of community in the classroom", so that students do not perceive it a competitive, while pair and group work can be incorporated (Kitano, 2001).

While foreign language speaking anxiety is a common phenomenon in the teaching of English as a foreign language, it seems that teachers do not always identify anxious students, and attribute their unwillingness to engage in speaking tasks to factors such as lack of motivation, or "poor attitude" (Gregersen, 2003: 30). An additional problem concerns the fact that although there is an abundance of theoretical articles on general language anxiety, there seems to be a relative paucity of empirical studies focusing specifically on the sources of foreign language speaking anxiety and providing practical recommendations and strategies to address it.

Consequently, it was our intention to contribute to the literature on language anxiety by using a classroom-based case study in order to:

a) examine the characteristics of anxious students and the sources of foreign language speaking anxiety, b) implement interventions to overcome it, and c) evaluate the effectiveness of these measures for reducing foreign language speaking anxiety in the English classroom.⁷⁴

3. Coping Strategies

The term coping often has been used in a more narrow sense as a response required of an organism to adapt to adverse circumstances. The term coping strategies is more discussed in psychology. Coping strategies refer to specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce or minimize stressful events.⁷⁵ Other defined as conscious rational ways for dealing with the anxieties of life.⁷⁶ In language learning, coping strategies that anxious students employ may be similar with coping strategies in general.

Two Coping strategies have been distinguished, active and passive. Active coping strategies are either behavioral psychological responses designed to change the nature of the stressor itself or how one thinks about it, whereas avoidant or passive coping strategies lead

⁷⁴Iakovos, Tsiplakides, Journal of Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations, Vo.2, No.4, 2009, MEd in TESOL, Greek Open University, 39.

⁷⁵ Shelley Taylor in <http://www.macses.ucef.edu/reserch/psychosocial/coping.php> accessed at 10/18/2015

⁷⁶Wayne A. Bardwell et al. in <http://www.journalsleep.org/Article/240805.pdf> accessed at 10/18/2015.

people into activities or mental states that keep them from directly addressing stressful events.⁷⁷

Further research by Aspinwall and Taylor in 1992 illustrated that students who employed avoidant coping strategies were expected to be less successful at adjustment to college, while those who employed active coping strategies were more likely to be more successful in adjustment. Other research also found that students who used avoidant coping strategies had higher rates of depression and anxiety. It contrasted to students who used active coping strategies that they had a decrease in depression and anxiety.⁷⁸

4. Speaking

a. The Definition of Speaking

Speaking is a productive skill.⁷⁹ It is a mental process. Mental process also called as “a process of thinking”. We use word, phrase, and sentences to convey a message to a listener. A word is the smallest free form (an item that may be uttered in isolation with semantic or pragmatic content) in a language, while a phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate

⁷⁷Shelley Taylor in <http://www.macses.ucsf.edu/research/psychosocial/coping.php> accessed at 10/18/2015.

⁷⁸Mahmoud Shirazi et al. “Coping Strategies: A cross-culture study”, Romanian Journal of Psychology, Psychotherapy and Neuroscience, 1(2) (2011), 288.

⁷⁹H. Douglas Brown, Language Assessment: Principle and Classroom Practices, (Longman San Francisco State University, 2004), 140.

organization of a clause. When we combine these words into one group, then it becomes a sentence.⁸⁰

Speaking is the process of building and sharing meaning using verbal and non-verbal symbols. Speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking consist of producing systematic verbal utterances to convey meaning. It is spontaneous, open ended and evolving.⁸¹

Speaking is a crucial part of second language learning and teaching. Speaking is one of the most difficult aspects for students to master. In speaking, the students compete with limited time to recall words, and take care of their pronunciation, intonation, and responses from the addressee, which sometimes interrupts the speech and causes additional difficulties for the speaker.⁸² The students also should prepare grammar and vocabulary. Therefore, it is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily.

⁸⁰O’ Grady, William and Dobrovosky, Contemporary Linguistic Analysis: An Introduction, (London: Copp Clark LTD, 2000), 310.

⁸¹Katheleen M. Bailey, Practical English Language: Speaking, (Singapore:McGraw Hill, 2005), 2.

⁸²David J. Alonso, English As A Second Language and Linguistic, (New York: Nova Science Publisher. Inc,2011), 122.

b. The Function of Speaking

According to Brown and Yule, as quoted by Jack C. Richards, functions of speaking are classified into; they are talk as interaction, talk as transaction, and talk as performance.⁸³

The first function is talk as interaction. This refers to what we normally mean by “conversation” and describes interaction, which serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others.

The second function of speaking is talk as transaction. This type of talk or speaking refers to situations where the focus is on what said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

The last function is talk as performance. This refers to public talk or public speaking, that is, talk that transmits information before an audience such as morning talks, public announcements, and speeches.

⁸³ Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (New York: Cambridge University Press, 2008), 21.

c. Aspect of Speaking

Speaking has many different aspects, as follows:

1. Accuracy

Accuracy in this context refers to the ability to speak properly that is, selecting the correct words, and expression to convey the intended meaning, as well as using the grammatical pattern of English.⁸⁴

Accuracy in speaking consist of the correct using the vocabulary, grammar, and pronunciation. They will explain as follows:

2. Vocabulary

In a course in Language Teaching Book, Penny stated, “vocabulary can be defined, roughly, as the words we teach in foreign language.”⁸⁵ Vocabulary is very important in speaking because people who have many vocabularies in their mind will be able to convey in the different word.

3. Grammar

Grammar is one important aspect of speaking because if an utterance can has different meaning if the speaker uses incorrect grammar. Grammar is sometimes defined as “the way words are put together to make correct sentence”. A specific instance of grammar usually called a “structure”. Grammar does not only affect how units

⁸⁴KhatelenM. Bailey, Practical English Language Testing: Speaking, 5.

⁸⁵Penny Ur, A Course In Language Teaching, Practice And Theory (Cambridge University Press: Britain; 1996), 60.

of language are combined in order to ‘look right’; it is also the meaning.⁸⁶

4. Pronunciation

Pronunciation is the way for students’ to produce clearer language when they speak. The concept of pronunciation may be said to include:

- The sound of language, or phonology
- Stress and rhythm
- Intonation.⁸⁷

Accuracy is one aspect in speaking that related with the correct use of vocabulary, pronunciation, and pattern of grammar. Accuracy in speaking process is also important because it is need to make information in order it can be understood by the listener. Therefore, there is not miscommunication or misunderstanding in speaking process.

5. Fluency

Fluency is the simply ability to speak fast.⁸⁸ Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. So, fluency is known as aspect that must be improved in

⁸⁶Ibid, 75-76.

⁸⁷Ibid, 47.

⁸⁸Scott Thornbury, How To Teach Speaking, (London: Longmans, 2001) 6.

speaking, because the successful in speaking are able to speak fluently, confident on their saying as native speaker.

e. The Characteristics of Successful Speaking

The characteristics of successful speaking activity as stated by Penny Ur are:⁸⁹

1. Learner talks a lot. As Much as possible of the period of time. Allotted to the activity is in fact occupied by the learners talk.
2. Participation is even. Classroom discussion is not dominated by minority of talk active participant: all get chance to speak, and contributions are evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

In order to success students' speaking skill, students need to have ability to talk a lot, participation to talk, motivation, language acceptable level.

⁸⁹ Penny Ur, A Course In Language Teaching Practices And Theory (Melbourne: Cambridge University Press, 1996), 120.

d. Problem with Speaking Activities

Speaking is one of communicative approach that includes the main aspect in understanding the words and sentences. In the aspect of speaking, speakers have to avoid some cases that can decrease the aspect of communication between others. There are four problems with speaking activities; they are:⁹⁰

1. Inhibition

Unlike reading, writing, and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2. Nothing to say

Even if they are not inhibited, you often here learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation

Only one participant can talk a time if he or she is to be heard; and in a large group, this means that each one will have only very little

⁹⁰Ibid, 121.

talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother-tongue use.

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it because it is easier because it feels unnatural to speak to one another in a foreign language and because they feel less "exposed" if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes-particularly the less disciplined or motivated one-to keep to target language. Therefore, these problems should be understood by speaker that communicates with another person.

B. Previous Research Finding

Elaine K. Horwitz, who is well-known in language anxiety research, in 2010 summarized 44 milestones in the development of the language teaching profession's understanding of anxiety reaction in response to L2 learning and use, May of the early articles address the nature of foreign language anxiety as contrasted with or related to other anxiety-types and the effects of foreign language anxiety especially in language achievement, with later articles more concerned with sources of foreign language anxiety and its stability or variation under different instructional or socio-cultural conditions, the relationship of foreign language anxiety with other learner factors, anxiety in response to specific

aspects of language learning such as speaking, listening reading or writing, and instructional strategies to reduce foreign language anxiety.⁹¹

Here are some others finding from language anxiety research as followed:

2. AlessiaOcchipinti, Foreign Language Anxiety in Class-Speaking Activity.⁹²

The study shows that speaking in a foreign language in the class is a fairly stressful activity. Females are little more anxious than males, making oral presentations, speaking spontaneously in front of the classmates, writing one's own work on the board turn out to be in class practices which put the student in a very stressful situation. Students report to feel more relaxed when they work in small groups or in pairs. Role-play practices for some students are stressful while other affirms to feel comfortable.

3. N. EleniPappamihel, English as Second Language Students and English Language Anxiety: Issues in the Mainstream Classroom.⁹³

The study addressed issues of English language anxiety in two setting: English as second language and mainstream classroom. 178 middle-school Mexican immigrant students in the US were Participated in this research. An exploratory factor analysis to identify

⁹¹Elaine K. Horwitz, "Foreign and Second Language Anxiety," *Language Teaching* 43 (2010), 154-167).

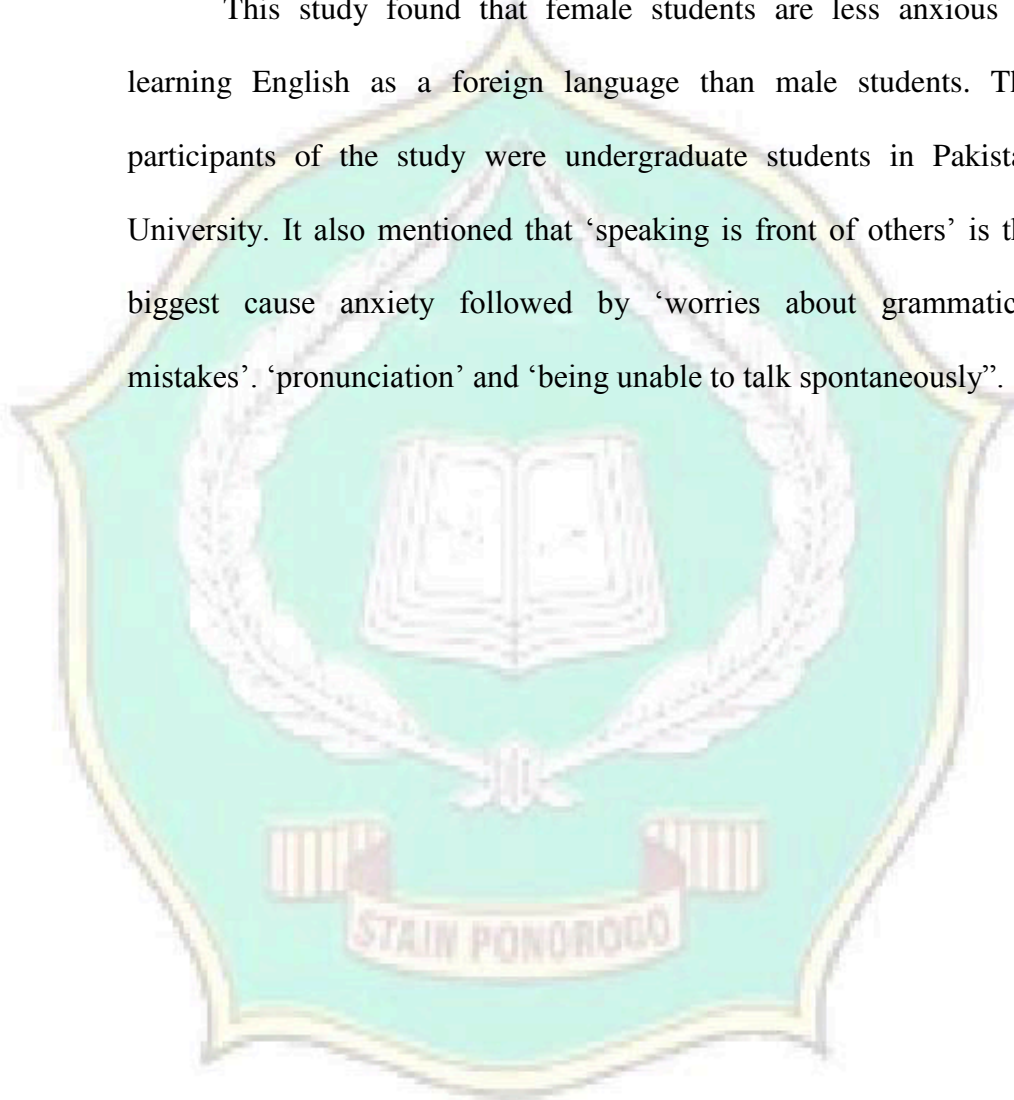
⁹²AlessiaOcchipinti, "Foreign Language Anxiety in Class-Speaking Activity (Oslo: The University of Oslo, 2009), 79.

⁹³ N. EleniPappamihel, "English as a Second Language Students and English Language Anxiety: Issues in the Mainsteam Classroom," *Research in the Teaching of English*, 36 (February, 2002), 327.

coping strategies to reduce anxiety level revealed that avoidance was strategy most often used.

4. Riffat-un-NisaAwan et al., Investigation of Foreign Language Classroom anxiety and its Relationship with Students' Achievement.⁹⁴

This study found that female students are less anxious in learning English as a foreign language than male students. The participants of the study were undergraduate students in Pakistan University. It also mentioned that 'speaking in front of others' is the biggest cause anxiety followed by 'worries about grammatical mistakes', 'pronunciation' and 'being unable to talk spontaneously'.



⁹⁴Riffat-un-NisaAwan et al., 33.

CHAPTER III

FINDING

A. General Data

1. The History of STKIP PGRI Ponorogo

In the beginning of May 17th 1976, STKIP PGRI Ponorogo is once a filial of STKIP PGRI Jawa Timur which centered in Surabaya. In 1985, based on SK Mendikbud RI Nomor: 070/O/1985 about Education Program and Stage Lane Adjustment and Rearrangement of Faculty Units, STKIP PGRI Ponorogo listed as PTS in environment of Private College Coordination Region VII Jawa Timur, changed IKIP PGRI Jawa Timur into STKIP PGRI Ponorogo, which is independent and no longer a filial of IKIP PGRI East Java in Surabaya.

Considering the fluctuation of education in Ponorogo, STKIP is now focused in Education of Language and Art Department that classified into two faculties:

- Education of Bahasa and Indonesian Literature
- Education of English

Those faculties have already listed in Strata Satu Stage with an SK. by Dirjen Dikti Depdikbud RI, Number: 154/DIKTI/Kep/1995, in June 5th 1995, then accredited with SK BAN PT Number: 242/SK/BAN-PT/Ak-XVI/S/XII/2013 in December 7th 2013 for the Education of Bahasa and

Indonesian Literature Faculty and SK BAN-PT Number: 023/BAN-PT/Ak-XII/S1/VIII/2009, in August 13th 2009 for the Education of English Faculty.

2. Geographical Location

STKIP PGRI Ponorogo is one of Educational and Teaching College in Kabupaten Ponorogo, Jawa Timur, located in east of Stadion Batoro Katong Ponorogo, Jalan Ukel No. 39 Kertosari Ponorogo.

3. Principle, Vision, Mission, and Goals of STKIP Ponorogo

- a. STKIP PGRI Ponorogo berazaskan Pancasila dan Undang-Undang Dasar 1945.
- b. Visi STKIP PGRI Ponorogo adalah berperan sebagai pusat pemantapan pendidikan keguruan, pengembangan ilmu dan profesi sehingga mampu mencetak lulusan yang profesional, bermoral, berpengetahuan, berteknologi serta berperan sosial, dalam rangka pengembangan masyarakat yang damai sejahtera lahir dan batin.
- c. Guna mewujudkan visi STKIP PGRI Ponorogo mengemban misi sebagai berikut:
 - 1) Meningkatkan kualitas perkuliaahan dengan melakukan perbaikan sistem, proses, dan penilaian untuk mencetak guru profesional bermoral, berpengetahuan, berteknologi serta berperan sosial dan berkemampuan wirausaha,

- 2) Mengembangkan penelitian strategis dan unggulan dalam bidang keguruan dan ilmu pendidikan secara mandiri maupun bermitra yang bermanfaat bagi pengembangan ilmu pengetahuan, pendidikan keguruan, teknologi informasi dan kemaslahatan umat manusia,
 - 3) Menyelenggarakan layanan pengabdian masyarakat secara partisipatif dan profesional dalam rangka ikut serta memecahkan masalah bangsa khususnya dalam bidang pendidikan keguruan,
 - 4) Meningkatkan kuantitas dan kualitas sumber daya manusia secara selektif, efektif, dan efisien guna pencapaian hasil yang prima,
 - 5) Memperbaiki dan meningkatkan jaringan kerjasama penyelenggaraan perguruan tinggi dalam dan luar negeri untuk peningkatan peluang kerja pengembangan potensi diri para lulusan.
- d. Sedangkan tujuan yang ingin dicapai STKIP PGRI Ponorogo adalah menghasilkan lulusan sebagai berikut:
- 1) Mempunyai kepribadian yang bersumber pada nilai-nilai luhur bangsa Indonesia, tanggap terhadap perubahan, dan peka terhadap perubahan dalam pembelajaran bahasa dan seni;

- 2) Mengusai dasar-dasar pengetahuan bidang keahliannya, sehingga mampu menelaah dan merumuskan masalah-masalah untuk diwujudkan ke dalam pembelajaran bahasa dan seni;
- 3) Menerapkan pengetahuan dan konsep pembelajaran secara kreatif dan inovatif untuk diekspresikan ke dalam pembelajaran, serta dikomunikasikan kepada masyarakat.

B. Specific Data

This part presents the specific data. Before presenting the finding of the study, the description of the selected subject and their profile were presented. Although the description of the subject is not the needed data, they are important to picture out how the subjects view about English.

The subject of this study was seventh semester students of class 7A (PBI) STKIP PGRI Ponorogo who consisting of 23 students. Researcher took the data by observation, interview, and documentation. In this process, firstly, the researcher discussed with one of lecturers to observe in her speaking class by doing Presentation of Seminar on Thesis Writing course.

When some students performed their speaking, there were problems faced by students in speaking such as, feeling ashamed, fear of making mistake, confused, nervous when giving opinion, clammy palms, red spots on face, blushing, the increase in tone of voice when speaking.

So, the students missed or forgotten what they said. For example: lack of vocabulary, difficult in pronunciation wrong in grammatical, and etc.⁹⁵

From interview with students, expected to give information to the researcher about the causes of students' anxiety to speak English that have been done to reduce their problems. In this research applied with interview in which some questions were programmed before.

Finally, the researcher got the selected subjects for this research. The researcher then began to conduct a research about reducing students' anxiety to speak English to the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016.

Based on the result of observation and interview to the subjects of the study. The followings are presented the findings of the study. In this part the findings are divided into two:

- 1. The causes of the students' anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016.**

The evidence is stated in observation as well as supported in interview that the researcher has found to different factors way they are feeling anxious in speaking class. Based on the interview result that conducted by Mrs. Anistiya as English Lecturer.

Mrs. Anistiya said that,

⁹⁵ Look at transcript of observation number 01/I/18-XII/2015

“Speaking activities make students face audiences. It can make them fright in stage (stage fright). They may also be worried about making mistakes, being criticized, or losing face in front of the class.”⁹⁶

Based on the statement above, there are two different factors are classified into personal and interpersonal factors. The first personal factors can arouse when someone has low self-esteem such as feeling ashamed and fear of making mistake, feeling nervous to express opinion in front of classmates, less in speaking’ knowledge. Students who have personal factors as interview with one of the students.

(Y S W) said that:

“When I speak I always make an awful lot of mistakes, and I don’t like it. That’s why I use Bahasa when I’m not sure of what to say. I also speak very slowly to avoid mistakes. If you listen to me speaking English, you’d think I’m not clever, but it is not so.”⁹⁷

Based on the interview above, the causes of students’ anxiety as feeling ashamed and fear of making mistakes. He didn’t have confident when speaking English. That’s why he used Bahasa and spoke slowly to avoid mistakes. The researcher also took by interview with another student who has personal factors.

(ESW) reported that:

“Sometime I feel fright when I speak English in the class and Sometime I feel confused with English grammar”.⁹⁸

⁹⁶ Look at transcript of documentation number 01/II/22-XII/2015

⁹⁷ Look at transcript of interview number 01/III/23-XII/2015

⁹⁸ Look at transcript of interview number 02/III/23-XII/2015

Related to the lecturer's statements, it could be explained that, English grammar always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most of the students are very easy to get confused with English grammar, while grammar is needed to form a good sentence if they do not have grammar mastery, they will not be able to produce sentence correctly.⁹⁹

Some students also faced difficulties in pronouncing, some English words or sentences. It is caused by lack of vocabulary or they still unfamiliar with those words.

As (SS) reported that:

"I feel anxious because I'm so bad at speaking. I have difficulty in pronouncing, and less of vocabulary".¹⁰⁰

The second interpersonal factors. Interpersonal factors were students with low self-esteem often worry about what others think about them. Such as direct correction from lecturer of wrong in speaking, Feeling her friends have high ability than him, lecturer speaks not clearly/ fast, forget the answers while speaking English if one friends and lecturer keep looking at her, the fear of ridicule by one friend and her friends laugh when making mistakes.

⁹⁹ Look at transcript of observation Appendix I

¹⁰⁰ Look at transcript of interview number 03/III/23-XII/2015

As interview with one of the students (SY):

“When I have some mistakes in speaking, my friends laugh me. I also feel when my friends have high ability than me. So, I have don’t enough confidence when speaking.”¹⁰¹

Based on the interview conducted by:

Miss Anistiya as English lecturer stated that:

“Low/ Lack of Confidence. Most of the students in my class do not have enough confidence when they speak English. I’m sure that they are able to speak English, but sometimes they feel shy to speak up.”¹⁰²

Based on the interview above, lack of confident when in front of the classroom with what is being said and she feel nervous to express her opinion in front of hers. This is because unfamiliarity of students to public speaking / classes, less in science speak English. There were also reported by one of students who had interpersonal factors.

(FL) said that:

“I have lot of problems when speaking in front of the classmate. Like forget the answer while speaking English if my friends and lecturer keep looking at me, direct correction from lecturer of wrong in speaking, and I have difficult in understanding clearly what lecturer said or lecturer speak fast.”¹⁰³

S1, S2, S3, S4 and S5 experienced in internal factors such as feeling ashamed and fear of making mistakes because he felt the other students always pay attention to the words of his weakness and sensitive to

¹⁰¹ Look at transcript of interview number 04/III/23-XII/2015

¹⁰² Look at transcript of dcumentation number 01/I/21-XII/2015

¹⁰³ Look at transcript of interview number 05/III/24-XII/2015

others students. Lack of confident when speaking in front of the classroom with what is being said and feeling confused with English grammar in front of the class. This is because unfamiliarity of students to public speaking / classes. less in science speak English, fear if vocabulary and arrange grammar is wrong, cannot speak English correctly, less of mastering vocabulary, mistake in speaking English sentence and words, fear if sentence is not correct in pronouncing the English language, forget the answers while speaking English and feeling worried when she know that her will take an English speaking test this is all because lack of mastering of components and elements in English so it is not easy to understands the message of the lecturer

S1, S2, S3, S4 and S5 experienced in external factors such as direct correction from lecturer if wrong in speaking, is what causes doubt and cancel the student's intention to speak because the students is not understands. Feeling her friends have high ability than him, the fear of ridicule by one friend and her friends laugh when making mistakes. This is actually a psychological disorder because they think other people greater than himself and considered doing the wrong thing is big problems. Forget the answer while speaking English if one friends and lecturer keep looking at her. Because of effects her friends and lecturer so, they lost concentrate in speaking. Lecturer speaks not clearly/ fastis due to students have weakness in listening. Forget the answer while speaking English if her/his friends and teacher keep looking at her.

2. The students' effort to reduce their anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016

In order to become successful language learner, especially in speaking, students needed to have some efforts in reducing anxiety in speaking English. Students had a different effort in reducing anxiety in speaking English, because they had different characteristics and interest. They used different efforts that were suitable and effective for them. The data related to the efforts in reducing anxiety in speaking English for students' speaking skill improvement were taken from conducting observation and interview with the subjects.

According to the subjects, all of their efforts could give many solutions toward students' efforts in reducing anxiety in speaking English and its important. For example based on the interview result that conducted by Mrs. Anistiya said that, the efforts to reduce their anxiety were stated as follow:

“I ask them to speak English as much as possible, especially in my class. I usually ask them try to find synonym of the word, to use simple language when they ask questions, doing presentation, etc. simple language makes it easier for students to speak longer without hesitation and gives them a sense accomplishment.”¹⁰⁴

Related to the lecturer' statements above, Trying to find synonym of the word, Synonym be referred to synonym or equivalents greatly assist students in improving the English languages skills of speaking therefore

¹⁰⁴ Look at transcript of documentation number 01/II/22-XII/2015

vocabulary that students have more and more and expanded. Preparing as much as possible what they'll say, trying to master the topic when she speak, taking topic that is easy to understand and explain, preparing carefully what they will say, studying before what they will to show or say. Try to say what is coming to their mind, from this they tried to say whatever came through her mind. They look for a similar word that has meaning. By changing the words into different words, which had similar meaning, they keep on trying to say and stay calm.

Thus, the other students' efforts to reduce their anxiety to speak English were stated as follow (SS):

"I force to relax although I have problem with my grammar and focus when I present in front of the class."¹⁰⁵

Here, the student tried to relax although he was doubt about the grammar. They just concentrate to finish them presentation,from this, they tried to focus on how he finished the presentation fast.

(ESW) added that,

"Sometime I will make my presentation in front of the class with a joke in order to enjoy."¹⁰⁶

Here, the student tried to make jokes and insert funny story, so it will make me more comfortable, here, they tried to deal with their uncomfortable feeling, like embarrassment.

To assume that all the friends also feel the same way, here, he believes that he is in the same level as his friends. To believe in herself

¹⁰⁵ Look at transcript of interview number 03/III/23-XII/2015

¹⁰⁶ Look at transcript of interview number 02/III/23-XII/2015

that she can absolutely do it and beat her fear, from this, it makes easy for them to take the meeting.

According to (SY) that,

“I usually memorize vocabulary for the preparation, singing an English song.”¹⁰⁷

According to (SY) A little memorizing vocabulary for the preparation of talk, the students are able to find out the difficult words and the students will be more easily mastered the English language, sing an English song it will make me more confident to speak like intonation.

And the other student (FL) said that:

“I usually memorize vocabulary for the preparation, try my own ability to speak by myself at home as training.”¹⁰⁸

Here, the student Speaks for her-self at home as training, that Learning English can be done in various ways is not only in school such as to train their own ability to speak English at home.

From the explanation above, the researcher got the point that all of the efforts were very useful for them. Moreover, the subjects may vary in using the efforts to overcome their anxious. Some may use the same ways.

¹⁰⁷ Look at transcript of interview number 04/III/23-XII/2015

¹⁰⁸ Look at transcript of interview number 05/III/24-XII/2015

CHAPTER IV

DISCUSSION

As it was presented in the research finding above, the data were collected from some students as the subjects of the study. From those data taken, the researcher finds out that the students who were anxiety in speaking at STKIP PGRI Ponorogo. They found their causes of anxiety and effort to reduce their anxiety in speaking class.

3. Analysis of the students' anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016.

The causes of the students' anxiety are included in the two factors. They are personal factors and interpersonal factors (Young 1991). They are the first internal factors and the second external factors. Below is the discussion.

The first personal factors means, personality. such as feeling ashamed and fear if making mistake, lack of self-confidence if in front of class with what that said, less in speaking' knowledge, grammar English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that the students have to distinguish and still many forms that have to be learned. Most of the students are very easy to get confused with English grammar, while grammar is needed to form a good

sentence if they do not have grammar mastery, they will not be able to produce sentence correctly. And then, mother tongue use. It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of them are not disciplined in using the target language in the learning process, and also some of my students faced difficulties in pronouncing, some English words or sentences. It is caused by lack of vocabulary or still unfamiliar with those words.

The second interpersonal factors means between two or more people. such as direct correction from lecturer if wrong in speaking, feeling her friends have high ability than him, fear of laughed by classmates when making mistakes, forget the answer while speaking English if her friends and lecturer keep looking at her and difficult in understanding with clearly what lecturer said or lecturer speaks not clearly/fast.

4. The students' effort to reduce their anxiety in speaking English on the seventh semester students of English Education Program at STKIP PGRI Ponorogo academic year 2015/2016

The effort that the students use very useful to reduce anxiety to speak English. Some students have suggested a variety of efforts to successfully reducing students' anxiety. Interestingly, all of the subject who have been involved in the process of English language seemed to have given enough thought to the ways of reducing students anxiety. They create their own way and environment that is suitable for reducing anxiety in speaking class. By using the strategies chosen by themselves, it makes easier to be done, faster,

enjoyable, and more effective. Therefore, students need to feel relaxed, develop their self-confidence, develop positive attitudes towards language learning and emotionally in the language experience.

As explained by Surya, the most frequent suggestion participants made the language classroom environment less formal and more friendly, one where students can make mistakes without looking mistake (Surya 1996: 28-31). In order to become successful language learner, especially in speaking, students needed to have some efforts to reduce anxiety to speak English.

Students had the different efforts to reduce anxiety to speak English, because they had different characteristics and interest. They used different efforts those were suitable and effective for them. The data related to the strategies to reduce anxiety in speaking English for students' speaking skill improvement were taken from conducting observation and interview with the subjects.

According to the subjects, all of their efforts could give many solutions toward students' efforts to reduce anxiety in speaking English and its important. For example are they try to find synonym of the word, synonym be referred to synonym or equivalents greatly assist students in improving the English languages skills of speaking therefore vocabulary that students have more and more and expanded, preparing as much as possible what they'll say, trying to master the topic when she speak, taking topic that is easy to understand and explain, preparing carefully what they will say, studying

before what they will to show or say, try to say what is coming to their mind, from this, they tried to say whatever came through her mind, they look for a similar word that has meaning and by changing the words into different words, which had similar meaning, they keep on trying to say and stay calm.

Thus, the other students' efforts to reduce their anxiety to speak English are student tried to relax although he was doubt about the grammar, they just concentrate to finish them presentation, from this, they tried to focus on how he finished the presentation fast.

The other efforts are they try to make jokes and insert funny story, so it will make me more comfortable, here, they tried to deal with their uncomfortable feeling, like embarrassment. To assume that all the friends also feel the same way, here, he believes that he is in the same level as his friends. To believe in her-self that she can absolutely do it and beat her fear, from this, it makes easy for them to take the meeting. A little memorizing vocabulary for the preparation of talk, the students are able to find out the difficult words and the students will be more easily mastered the English language, sing an English song it will make me more confident to speak like intonation, Speak for themselves at home as training, that Learning English can be done in various ways is not only in school such as to train their own ability to speak English at home.

From the discussion above, we can see that students' efforts to reduce anxiety to speak English are very crucial for language learners, By applying

the efforts; they try to find synonym of the word, preparing as much as possible what they'll say, preparing carefully what they will say, studying before what they will to show or say, try to say what is coming to their mind, from this, they tried to say whatever came through her mind, they look for a similar word that has meaning and by changing the words into different words, which had similar meaning, they keep on trying to say and stay calm, try to relax although he was doubt about the grammar, they just concentrate to finish them presentation, from this, they tried to focus on how he finished the presentation fast, try to make jokes and insert funny story, so it will make me more comfortable, here, they tried to deal with their uncomfortable feeling, like embarrassment, A little memorizing vocabulary for the preparation of talk, the students are able to find out the difficult words and the students will be more easily mastered the English language, sing an English song it will make me more confident to speak like intonation, Speak for themselves at home as training, that Learning English can be done in various ways is not only in school such as to train their own ability to speak English at home. Those efforts are reducing anxiety in speaking English.

CHAPTER V

CLOSING

This chapter present conclusion and suggestion related to what the researcher has organized and discussed.

A. Conclusion

Based on the previous discussed and analysis of some of the causes of the students' anxiety to speak English and the efforts to reduce students' anxiety, the researcher conclude that:

Based on the result of research, it is found that the students who are anxiety in speaking at STKIP PGRI Ponorogo have personal factors and interpersonal factors. Personal factors feeling ashamed and fear of making mistake, lack of self-confidence if in front of class with what that said, students confused with English grammar, while grammar is needed to form a good sentence if they do not have grammar mastery, and also some of my students faced difficulties in pronouncing, some English words or sentences. It is caused by lack of vocabulary or still unfamiliar with those words. interpersonal, such as feeling her friends have high ability than him, fear of laughed by classmates when making mistakes, forget the answer while speaking English if her friends and lecturer keep looking at her and difficult in

understanding with clearly what lecturer said or lecturer speaks not clearly/fast.

The students' effort in reducing anxiety in speaking class they are apply: they try to find synonym of the word, preparing as much as possible what they'll say, preparing carefully what they will say, studying before what they will to show or say, try to say what is coming to their mind, from this, they tried to say whatever came through her mind, they look for a similar word that has meaning and by changing the words into different words, which had similar meaning, they keep on trying to say and stay calm, try to relax although he was doubt about the grammar, they just concentrate to finish them presentation, from this, they tried to focus on how he finished the presentation fast, try to make jokes and insert funny story, so it will make me more comfortable, here, they tried to deal with their uncomfortable feeling, like embarrassment, A little memorizing vocabulary for the preparation of talk, the students are able to find out the difficult words and the students will be more easily mastered the English language, sing an English song it will make me more confident to speak like intonation, Speak for themselves at home as training, that Learning English can be done in various ways is not only in school such as to train their own ability to speak English at home. Those efforts are reducing anxiety in speaking English.

Researcher gets the points that all of those efforts to reduce anxiety in speaking class are very useful for speaking skill improvement. The efforts to reduce students' anxiety in speaking class are: a) to assume that all the friends

also feel the same way, b) believe in themselves that they can absolutely do it and beat her fear, c) keeping on trying to say and stay calm, d) preparing as much as possible what they'll say.

By using those efforts they can be good speaking. Consequently, they can learn language successfully. It can be observed that the subjects who use in reducing anxiety in speaking have speaking anxiety.

In short, students' efforts in reducing anxiety to speak English give good contribution for improving students' speaking skill. So, reducing students' anxiety to speak English is very important to have the English learners.

B. Suggestion

Based on the result of the research findings, the researcher would like to give some suggestion for the following people :

1. For English lecturer

Since anxiety can have profound effects on many aspects of foreign language learning, it is important to be able to identify those students who are particularly anxious in foreign language class. Lecturers should develop strategy to reduce anxiety in speaking class. For the reason that students are different and lecturers must to give suggestions, lecturers should take on some responsibility for the students' own strategies.

2. For the students

The students are hoped to be more creative in developing strategies which ones are suitable for their needs. They can share their strategies toward other students and vice versa they can adopt the other students' strategies. In addition, they are hoped to can reducing anxiety in speaking class as well as possible.

3. For other researcher

For other researcher who wants to conduct a research about students' strategies to reduce anxiety in speaking class, the result of this study can be used as additional reference for further research with different discussion domain of students' strategies to reduce anxiety in speaking class.

