

**AN ANALYSIS STUDENTS' STRATEGY IN OVERCOMING
SPEAKING ANXIETY USED COPING STRATEGIES AT
SMAN 3 PONOROGO**

THESIS



By

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ABSTRACT

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Speaking is a fundamental aspect of human communication and an important part of everyday life. Speaking is a complex and multi-faceted skill involving various components, including pronunciation, grammar, vocabulary and speaking. Many students experience anxiety in speaking English, fear of being wrong in the pronunciation they say and become not confident in speaking English. There are several driving factors that can be used as motivation to build students' confidence in speaking English, one of which is the international class program which was established to help students feel confident in speaking English by making the habit of communicating English in their classroom. It is undeniable that some students who are in international class also still experience anxiety or fear of mispronunciation in their speaking English. Therefore, researcher wanted to examine students' strategies to overcome speaking anxiety.

This study aims to determine the level of student speaking anxiety, the factors that cause students' speaking anxiety, and coping strategies used to overcome speaking anxiety of students SMAN 3 Ponorogo.

In this study, researcher used a qualitative method to provide broader insight about anxiety in speaking English to international students at SMAN 3 Ponorogo. Researcher collected data to answer research questions with three instruments: observation, questionnaires, and interviews. The researcher used the FLSAQ questionnaire from Öztürk & Gürbüz, which was adapted from Horwitz.

The results of this study showed that several international students at SMAN 3 Ponorogo experience speaking anxiety, namely around 0% experienced a very high level of anxiety, meaning that no students experience excessive anxiety in speaking English, then around 33.3% experience high anxiety levels. Then, 44.4% experienced moderate anxiety which meant that they did not experience too much anxiety in speaking English and around 22.2% experienced relaxation which meant students were not afraid and felt anxious when speaking English. Based on the results of the interviews, the researcher concluded that several factors caused students' speaking anxiety are: first, they were afraid of making mistakes in front of many people or were afraid of not being able to receive information correctly; second, fear of negative comments and criticism conveyed by others, not confident; third, fear of making mistakes during the exam. And coping strategies used by international student to overcome their speaking anxiety is *problem focused coping*.



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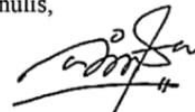
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CHAPTER I

INTRODUCTION

A. Background of the Study

One worldwide lingua franca utilized in Indonesia is English as a second or even foreign language (EFL). English will likely continue to be in high demand for many years to come. As a result, teaching English is one of the most crucial aspects of learning the language for everyone, including adults and students at all levels of education. Based on Sri Andayani, every professional should make an effort to learn more than one language, including their mother tongue. Given the size of the English-speaking globe and the fact that English is now one of the first languages spoken worldwide, learning it is not a luxury but an unavoidable need. The value of English cannot be emphasized. Without a question, English is the language that is taught the most in the globe, and it is currently being taught as a second language in more than a hundred different countries.¹

Based on the Hussain and Shafaat, speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language.² Speaking is a fundamental aspect of human communication and an important part of everyday life. It is the process of generating speech sounds with the intention of conveying a message to others. Speaking is a

¹ Sri Andayani, Endang. *The Importance of Learning and Knowing English in Higher Education in Indonesia*, Research and Development Journal Of Education, 8 (1), (2022), 372–79.

² Hussain, Shafaat. 2019, *The Importance of Speaking Skills in English Classrooms*, Alford Council of International English & Literature Journal, 2 (2), (2019), 6-18.

complex and multi-faceted skill that involves a variety of components, including pronunciation, grammar, vocabulary, and speaking. The importance of speaking can be seen in different aspects of our lives, both personal and professional. Speaking allows us to express ourselves and our thoughts and ideas. It is an essential tool for building and maintaining relationships, both with friends and family, and in a professional environment. Effective speaking skills are also a valuable asset in education, as they are required to present ideas, lead discussions, and participate in classes. As based on Bygate in the Journal of English Language Education and Literature explains that "Speaking is the vehicle of social solidarity, of social making of professional achievement and of business". It explains that speaking is also a medium through many languages learned, including English. Speaking is not just pronouncing the order of words in the correct pronunciation. A person is said to be a good speaker as long as he manages to convey what is on his mind well and make his audience understand him.³

Therefore, many of students experience anxiety in speaking English, fear of being wrong about the pronunciation they say and become unconfident in speaking English. As EFL will definitely experience difficulties in the English learning process which makes us lack motivation so that it causes insecurity when using English in communicating. Many students feel anxious and a little nervousness before speaking in front of the class especially in English. They can't perform their conversation to the best of their ability. The anxiety they

³ Putra, Aidil Syah. *The Correlation Between Motivation and Speaking Ability*. Journal of English Language Education and Literature, II (1), (2017), 36–57.

experience can be an obstacle for them in learning English, as a result of which the lessons they learn are not delivered correctly.

Speaking anxiety, according to Deyan, is a person's worry and fear that includes actual or avoiding any conversation that takes place while talking to another person using a foreign language.⁴ According to many academics, speaking is the subject in which students' fears are most manifested. Anxiety in speech is very common. If a student speaks in front of a large number of people, it is normal for them to feel anxious, unconfident, embarrassed and nervous. Because each student has different psychological conditions, some of them can speak confidently in front of the class, and some of them can't speak English because of embarrassment and nervousness. Nevertheless, anxiety in speaking English can weaken and affect students' adaptation to the target environment and at the end of the achievement of their educational goals. However, anxiety does not need to be eliminated and does not even have to be eliminated. Therefore, it is better to manage fear and make it as a driving force (positive energy) used for the preparation of speech.

As stated by Huberty in the journal *Education* "Anxiety is one of the most well-known psychiatric illnesses. Anxiety is described as a fearful, worried, stressed, or tense sensation. Furthermore, anxiety is normal in speaking. It is a basic human emotion that has some developmentally predictable onsets, occurrences, and trajectories." Anxiety can be explained by excessive fear, tension, worry. In a statement delivered by Huberty explained that anxiety in speaking is a natural thing to experience. Anxiety can slowly disappear When

⁴ Deyan, He. *Foreign Language Learning Anxiety in China: Theories and Applications in English Language Teaching*. Springer Nature, (2018), 3-5.

we can control the emotions of ourselves. In addition, when students are worried while speaking, their thoughts seem to cause significant negative self-talking, and that is something that can hinder the student's performance and achievement in language acquisition.

There are several strategies that students can use in overcoming speaking anxiety. One theory that is often used to solve this problem is the coping stress strategy. Coping stress is the process of coping with or managing stress. According to Maquidato, coping strategies from various literature were reviewed below in consonance with the phenomenon of English language speaking anxiety. One of which is Kondo & Young's, five-dimensional coping strategies: preparation, relaxation, positive thinking, peer thinking, and resignation. These were administered to the seventy-seven (77) English language learners in several universities in Indonesia and have resulted in having reduced the severity of anxiety to the participants' speaking ability in the English language.⁵ Stress coping strategies are well suited for dealing with speaking anxiety because they help manage the physical and emotional responses associated with anxiety. Public speaking often triggers stress and anxiety which can affect a person's performance and quality of communication. The following are reasons why coping stress strategies are effective in dealing with speaking anxiety:

⁵ Maquidato, Ivy Marie. 2021. "The Experience of English Speaking Anxiety and Coping Strategies: A Transcendental Phenomenological Study." *International Journal of TESOL & Education* 1 (2): 48.

First, managing physical response; anxiety often triggers a physical response such as a rapid heartbeat, shortness of breath, trembling, or excessive sweating. Stress coping strategies, such as deep breathing and relaxation techniques, help calm the nervous system and reduce unwanted physical symptoms. By controlling your physical responses, you can reduce tension and increase comfort when speaking in public.

Second, reducing excessive worry: Public speaking anxiety is often triggered by excessive worry about other people's judgment, fear of making mistakes, or lack of self-confidence. Stress coping strategies help shift the focus from these worries and replace them with a more positive and constructive mindset. You can use positive visualization techniques, affirmations, or reframing negative thoughts into more positive thoughts.

Third, improves stress management skills: Overcoming public speaking anxiety involves effective stress management. Stress coping strategies help you develop stress management skills that can be applied in public speaking situations. By practicing these techniques regularly, you can increase your capacity to deal with stress and anxiety.

Fourth, build confidence: stress coping strategies can help build confidence in public speaking. When you manage your anxiety well, you will feel more confident and better equipped to take on challenges that arise. With constant practice and experience, your self-confidence will grow, and public speaking anxiety will decrease.

According to Juli Andriyani in the Journal At-taujih, coping stress is a process of recovering from the influence of stress experiences or physical and

psychic reactions in the form of unpleasant, uncomfortable or depressed feelings that the individual is facing which includes cognitive and behavioral strategies used to manage stressful situations and unfavorable negative emotions.⁶

Lazarus and Folkman defined coping as an effort to continuously alter one's thinking and behavior in order to manage certain external or internal demands that are deemed to be burdensome or beyond one's capacity. In other words, this term covers a wide range of coping mechanisms, whether they are internal (like emotional responses) or external (like situational coping).⁷

According to King Coping strategies are efforts to manage circumstances and encourage efforts to solve one's life problems, and find ways to master and deal with stress.⁸ According to Muslimah and Aliyah, Coping strategies refer to various efforts, both mental and behavioral, to master, tolerate, reduce a stressful situation or event.⁹ Based on Bayhaqi, Murdiana, & Ridfah, Public speaking anxiety is a psychological problem that requires appropriate coping strategies.¹⁰ People who are anxious when they are about to speak in front of many people can be said to be emotionally disturbed, so this is of course very much related to one of the stress coping strategies. According to Lazarus and Folkman a coping strategy is a way strategically with efforts to manage, accept, tolerate and reduce stressful pressures and demands. In line with Lazarus and Folkman, Friedman

⁶ Andriyani, Juli. *Stress Coping Strategies in Overcoming Psychological Problems*. At-Taujih : Bimbingan Dan Konseling Islam, 2 (2), (2019), 37.

⁷ *Ibid.* 39-40

⁸ King, A. L. (2010). *General Psychology (Second Book)*. Jakarta: Salemba Humanika.

⁹ Muslimah, A.I., & Aliyah, S. (2013). *Anxiety Levels and Religious Coping Strategies for Self-adjustment in HIV/AIDS Patients at the VCT Clinic at Bekasi City Hospital*. Jurnal Soul, 6 (2).

¹⁰ Bayhaqi, A. Z., Murdiana, S., & Ridfah, A. (2017). *Expressive Writing Method to Reduce Public Speaking Anxiety in Students*. Psikoislamedia Journal of Psychology, 2 (2), 146 - 154.

states coping strategies are individual behaviors for can adapt in the face of conflict or pressure they experience.¹¹

According to Lazarus, there are two types of coping strategies; *problem-focused coping*; this strategy focuses on solving problems and changing stressful situations. Individuals who use this strategy try to overcome problems by finding practical and action-oriented solutions. Examples of this strategy are seeking additional information, planning concrete actions, or taking steps to change the situation. The source of this concept is Lazarus, R. S., & Folkman, S. Stress, appraisal, and coping. *Emotion-focused coping*; this strategy focuses on regulating the emotions and feelings that arise as a result of stress. Individuals who use this strategy try to change their perceptions and emotional responses to stressful situations. Examples of these strategies include seeking social support, seeking solace, or using relaxation techniques to reduce emotional tension.¹²

The definition of coping stress can be understood as a process in which an individual tries to handle and master a stressful stress situation as a result of the problem he is facing by making cognitive and behavioral changes in order to obtain a sense of security in himself. According to Stuart and Sundeen in a journal written by Siti Maryam, there are two types of coping stress, namely problem-focused coping and emotion-focused coping. Problem-focused coping is an effort to overcome stress by regulating or changing the problems faced and the surrounding environment that causes pressure. Emotion-focused coping is an effort to overcome stress by regulating emotional responses in order to adjust to

¹¹ Miranda, D. (2013). *Coping Strategies and Emotional Exhaustion in Mothers Who Have Children with Special Needs*. eJournal Psikologi, 1 (2), 123-135.

¹² Lazarus, R.S & Folkman, S. *Stress appraisal and coping*. Newyork : Springer Publishing Company.Inc. (1984), 115-120.

the impact that will be caused by a condition or situation that is considered stressful.¹³

Effective coping stress strategies can vary from individual to individual, depending on each person's situation and preferences. Some commonly used coping stress strategies include concentrating on things that can be controlled, exercising regularly, communicating with people nearby, developing hobbies, maintaining good sleep patterns, applying relaxation techniques, and avoiding or reducing alcohol and nicotine consumption. Concentrating on things that can be controlled goes a long way in dealing with stress. Focus on controllable tasks and activities and leave things out of control. Exercising regularly also has great benefits in dealing with stress. Exercise can help relieve stress and improve mood. Communicating with the closest people is also very important in coping with stress. Consulting with friends or family can help ease the pressure and provide support. Developing hobbies such as reading, creating, or gardening can also help relieve stress and make a person feel better. Maintaining a good sleep pattern is also very important in dealing with stress. Getting enough and regular sleep can help improve mood and reduce stress. From the explanation above which explains coping stress, we can conclude that coping stress strategies are suitable for students in reducing excessive anxiety when speaking English. As already explained, coping stress strategy is a process that we can use in controlling our emotions, one of which is anxiety or worry that we feel.

There are several driving factors that students' can use as motivation to build their confidence in speaking English, one of which is an international class

¹³ Maryam, Siti. "Coping Strategies: Theory And Its Resources." JURKAM: Jurnal Konseling Andi Matappa, 1 (2), (2017), 101.

program that was formed to help students be confident in speaking English by doing the habit of communicating using English in the classroom. It is undeniable that some students who are in international classes also still experience anxiety or fear of mispronunciation in pronunciation correctly. After the researcher made observations at SMAN 3 Ponorogo, the researcher found an international class program formed by the principal of SMAN 3 Ponorogo to provide a forum for his students to reach the future of their students. Especially students who want to continue their studies abroad, this program is very helpful in adding English vocabulary for students who take part in the program, because judging from the methods applied in the classroom using bilingual in some lessons. It is undeniable that some international class students also still experience anxiety about speaking English when they appear in front of the class using English. With that, researcher want to examine student strategies used to overcome existing problems. Therefore, the researcher chose the title "**An Analysis of Coping Strategies to Overcome Speaking Anxiety at SMAN 3 Ponorogo,**"

B. Research Focus

Based on the explanation on the research background, the researcher focuses on investigating the coping strategies used to overcome speaking anxiety, the level of speaking anxiety, and the factor causes of speaking anxiety. The subject in this study is International class at SMAN 3 Ponorogo.

C. Statement of the Problems

Based on the background of the problem, the researcher investigates the specific problem as follows:

1. How are the students' level of anxiety at SMAN 3 Ponorogo?
2. What are the factors causing speaking anxiety at SMAN 3 Ponorogo?
3. How do the students use coping strategy to overcome their speaking anxiety at SMAN 3 Ponorogo?

D. Objectives of the Study

From the research question above, the research objectives are:

1. To investigate students' level of speaking anxiety at SMAN 3 Ponorogo.
2. To investigate the factors causing speaking anxiety at SMAN 3 Ponorogo.
3. To investigate the students' strategy used to overcome their speaking anxiety at SMAN 3 Ponorogo.

E. The Significances of Study

This study has many implications, not only for the researcher themselves but for everyone who reads it and everyone who has a relationship with it. Value or the significance of this research can be divided into two categories: conceptual and practical.

1. Conceptually

The benefits of this research are expected to be useful for the development of English learning process. This research is intended to enrich new knowledge about the student's strategies to overcome speaking anxiety at SMAN 3 Ponorogo.

2. Practically

The practical value of this research is to know the student's level of speaking anxiety, to know the factors causing speaking anxiety, to know the strategy used to overcome speaking anxiety.

F. Organization of the Thesis

Based on the system, the researcher arranges this research result into five chapters to make a clear explanation of the research content. Each part of this thesis is written in a systematically way. The organization of the thesis is provided as follows:

1. Chapter I is introduction. This chapter explains the background of the study, focus of the study, statement of the study, objective of the study, significance of the study, organization of the thesis, and research schedule.
2. Chapter II is literature review. This chapter provides several theories that related to this study, includes theoretical background, theoretical background, previous studies, and theoretical framework.
3. Chapter III is research methodology. This chapter describes about how the research arranges the plan to conduct the study. It includes research design, research setting, data source, data collection procedure, data collection technique, data analysis technique, checking validity of the data, and research procedure.
4. Chapter IV is research findings and discussion. This chapter is important because it explains the research findings and discussions that present the common data sets that are going to appear, like the story of SMAN 3

Ponorogo, its location, the structure of an organization, the list data of students, and the data list of the teachers, vision, and mission, and data description. This chapter also includes data analysis about the analysis of coping strategies to overcome speaking anxiety at SMAN 3 Ponorogo.

5. Chapter V is closing. This chapter discusses the conclusion of the research and offers suggestion for further study to make a better study in the last chapter.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

It's critical to define a few terminology utilized in this study. The following is a list of their definitions:

1. Definition of Speaking

Speaking is an oral language activity carried out by humans. According to Arismayang, speaking as a language skill requires communicative competence in addition to pronunciation, grammar, vocabulary, fluency and comprehension. Meanwhile, according to Harmer, fluency in speaking requires not only an understanding of linguistic structures but also the capacity to comprehend information and language "on the spot". Speaking has an important role in communication. Speaking is a means by which people communicate with others to achieve a particular goal or to express feelings, opinions, intentions, wishes, and views. A person who speaks a language is called a "speaker" of that language. Moreover, speaking is the most commonly used language skill in almost all situations.¹⁴

According to Harmer, there are four elements in the speaking process:

a. Pronunciation

¹⁴ Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition. (Pearson Longman : Harlow, 2007), 284

Pronunciation is the important component in speaking ability. pronunciation is the way a word is pronounced or how a person pronounces words in a language. As a result, pronunciation affects how sounds vary and language patterns, and this component also relates to how a word is pronounced.

b. Grammar

Communication can be great when the speaker using grammar in those situations. The grammar of a language is a description of how words can change form and combine to form sentences in that language. From the statement above it can be concluded that speakers with good grammar can convey words or convey information correctly.

c. Vocabulary

Vocabulary is a group of words used to create sentence structures to convey ideas and messages to recipients.

d. Fluency

Fluency is the ability to speak fluently and accurately. Fluency is also the key to the direction of the conversation so that the communicator understands the thought or message he wants to convey.¹⁵

There are some functions of speaking which must be considered. According to Richards, there are three functions of speaking:

- 1) As interaction, this is because our daily communication is interactional with other people.

¹⁵ Julfikar Nurdin. "Students' Speaking Ability Awareness: A Qualitative Study at Zawiyah English Club Iain Langsa", *Journal of Academia in English Education*, Vol 2 No 1 (2020), 51

- 2) As transaction, the emphasis is primarily on getting the point over clearly and accurately while also ensuring that the other person understands what we are trying to say.
- 3) As performance, speaking in this situation focuses more on monolog than dialog. Speaking as a performance took place during speeches, public talks, announcements, retelling stories, and other situations.

Finally, the speaking function helps students express their personal feelings, opinions or ideas and also express or clarify questions and discussions through speaking.¹⁶

2. Speaking Anxiety

Horwitz defined 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”.¹⁷ To sum up, foreign language anxiety is such a unique type of anxiety which is raised specifically in a particular context. Besides, it can hinder the language learning process in one way or another. Hence, it is crucial to be overcome in the learning process.

The anxiety that is related to learning a foreign language is referred to as Foreign Language Anxiety (FLA). Students’ language anxiety is a real problem that the majority of students face in learning English as a foreign language. Melouah stated that language anxiety is the most outstanding factor

¹⁶ *Ibid*, 53

¹⁷ E. K. Horwitz, M. B. Horwitz, & J. Cope, Foreign Language Classroom Anxiety: The Modern Language Journal, 70(2), 128.

among the several factors in learning general and specific speaking which influence students' speaking skills they are required to master.¹⁸

Humans are endowed with a variety of emotions, including happiness, sadness, fear and worry. We may feel restless or even anxious when we act in a way that is different from our routine or comfort zone. For example, we may feel anxious when our teacher asks us to speak in front of the class because it is something we rarely do. When we are in that state, it feels like our minds are filled with thoughts, and our hearts are racing with worry about the future. When anxiety strikes, we may experience symptoms such as an irregular heartbeat, sweating, or even difficulty breathing.

According to Suleimenova, anxiety is defined as the fear of danger or misfortune that causes distress or uneasiness of mind. Overthinking can magnify the feeling of anxiety. In general, the exaggerated and excessive worry about everything is also called anxiety. In this case, when it is out of proportion, constant worry will dominate and interfere with daily activities such as work, school, social activities, and relationships. In brief, someone who has a fear of danger, a high level of worry, and is unconsciously unable to control this feeling will get the anxiety effect in daily activity.¹⁹

Student anxiety about speaking has been a common problem for students from time to time, especially for foreign learners. This problem unconsciously affects students in many ways. As Suleimanova said, it

¹⁸ Anggraeny, Dita, Iskhak Said, and R. Bunga Febriani. 2020. "The Efl Students' Perception of Their Foreign Language Anxiety in Speaking Class." *Jurnal Wahana Pendidikan*, 7 (1): 29.

¹⁹ Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, 93, 1860–1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>

provokes them to face „mental block“, hinders learners from speaking, and feel inferiors to others. This phenomenon indeed bothers students“ classroom activities, which can have a highly horrible impact on students“ class achievement. Many research has been done to discover factors of students“ anxiety. As a foreign learner, pronunciation becomes their concern before speaking.²⁰

The possibility that anxiety interferes with language learning has long interested scholars, language teachers, and language learners themselves. It is intuitive that anxiety would inhibit the learning and/or production of a second language (L2). The important term in the last sentence is ‘anxiety’. The concept of anxiety is itself multi-faceted, and psychologists have differentiated a number of types of anxiety including trait anxiety, state anxiety, achievement anxiety, and facilitative-debilitative anxiety.²¹

3. The Level of Anxiety

Based on Oetting’s Scale the levels of anxiety can be categorized into five levels; very anxious, anxious, mildly anxious, relaxed, and very relaxed.²²

a. Very Anxious Level

Very anxious is the highest level of anxiety. The students at this level felt to be the most nervous than the other students when they asked to do

²⁰ *Ibid.* 131

²¹ Horwitz, E. *Foreign and second language anxiety*. *Language Teaching*, (2010),43(2), 154-167.

²² E.R. Oetting, *Manual: Oetting’s Computer Anxiety Scale (COMPAS)*. Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University,1983).

a presentation in front of the class.²³ According to Nevid et al. symptoms that are often experienced by students who are at a very anxious level can be identified with restlessness, nervousness, shaking hands or body, profuse sweating (usually on the face and palms), difficulty breathing or difficulty speaking, heart beating fast, vibrating voice, cold fingers and limbs, chills, upset stomach, red face, certain reactions such as straightening clothes or hair in front of the class, and lack of confidence.²⁴ Based on the Oetting's Scale, the range for this level is from 120-to 144.²⁵

b. Anxious Level

This is the second high level of speaking anxiety. The range for this level is from 96-to 119.²⁶ The students at this level also experienced anxiety when they were asked to deliver a speech in front of the class but not as much as the students at a very anxious level. According to Wood, students who are at the anxious level can be identified by several symptoms, such as restlessness, tense facial expressions, sweating, difficulty concentrating, cold hands, and a feeling of congestion in the throat.²⁷

²³ Jeffrey S. Nevid., et al, *Abnormal Psychology Fifth Edition*, (Jakarta: Erlangga, 2005), 168.

²⁴ Armand. T. Fabella, *You Can Overcome Stress (Translation)*, (Yogyakarta: Kanisius, 1993), 75.

²⁵ Darajat Zakiah., *Mental health*. (Jakarta: Gunung Agung, 1985), 50.

²⁶ E.R. Oetting, *Manual: Oetting's Computer Anxiety Scale (COMPAS)*. Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University,1983).

²⁷ Wood et al. *Tips for Overcoming Learning Disorders*. (Yogyakarta: Kata Hati.2007), 186.

c. Mildly Anxious

This is the middle level of speaking anxiety. Based on Oetting's Scale the range for this level is from 72-to 95.²⁸ The students at this level might also feel nervous when they are asked to do a presentation in front of the class but they can handle it and can overcome the feeling of anxiety. Based on Stuart G.W and Laraia students who are at the mildly anxious level can be recognized by several symptoms such as restlessness, but students at this level can motivate themselves to learn and calm down.²⁹

d. Relaxed

Based on Oetting's Scale the range for this level is from 48-to 71.³⁰ The students at this level felt relaxed and calm when they have to deliver a speech in front of the class. According to Stuart G.W and Laraia, students who are at a relaxed level can be recognized by several symptoms such as confidence, and heart palpitations but students can overcome their anxiety, students have the motivation to learn.³¹

e. Very Relaxed

This is the lowest rank of speaking anxiety level. Based on Oetting's Scale the range for this level is from 24-to 47.³² The students at this level felt very relaxed and calm when they have to do a presentation in front of the class. The students at this level were usually confident in their speaking

²⁸ *Ibid*, 25.

²⁹ G.W. Stuart and Laraia, M.T. (2005). *Principles and Practice of Psychiatric Nursing. 8th Edition.* (Mushy: Inc. ST.Louis).

³⁰ E.R. Oetting, "Manual: Oetting's Computer Anxiety Scale (COMPAS)". Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University,1983), 29.

³¹ Stuart and Laraia, M.T. *Principles and Practice*, 30.

³² *Ibid*, 31.

English ability. Students who are at a very relaxed level can be recognized by several symptoms, such as confidence because they do not have problems with language anxiety. Supported by Thor in Diana et al. such as vibrating eyelids, changes in breathing, and muscle relaxation, to determine what happens to each individual in a "relaxed" state.³³

To measure the levels of students' anxiety, Horwitz et.al. developed a test called Foreign Language Classroom Anxiety Scale (FLCAS).³⁴ This test consists of 33 items questionnaire, and the students have to answer the questionnaire by checking one of five points scales (starting from strongly agree to strongly disagree) which is suitable with their answer. The questionnaire was adopted by selecting 18 items from 33 items of FLCAS by Horwitz. Öztürk & Gürbüz state that the 18 items are directly relation to foreign language learners and the items are conclude the experienced of their speaking anxiety.³⁵ By knowing students' levels of anxiety, the teacher can determine what methods can be used for the students with low anxiety to maintain their confidence. On the other side, they can give special treatment to students who have high anxiety. Indeed, an appropriate method is required to create successful language learning.

4. The Factors Causing Speaking Anxiety

Affective factors are “those referring to personal-social emotional behaviors of teachers and learners to the feeling tone of the learning

³³ Diana Elton, G. D. Burrows, and G. V. Stanley. *Relaxation Theory and Practice*. The Australian Journal of Physiotherapy. XXIV, 3, (1978). 145.

³⁴ Elaine K. Horwitz, Michael B. Horwitz, Joann Cope, *Foreign Language Anxiety*, The Modern Language Journal, 70, (1986), 129.

³⁵ Öztürk, G., & Gürbüz, N. (2014). *Speaking Anxiety Among Turkish EFL Learners: The Case at A State University*. Journal of Language and Linguistics, 1-17.

environment generated by their interaction” based on Richard E. Ripple in Imam Wahyudi. They can have a negative or positive effect. Negative affective factors is called effective filter. It is an important idea in theories of second language acquisition and learning. Anxiety is one of effective factors.³⁶ According to the result of research that has been done by Imam Wahyudi et all. The results show that self-perception or self-esteem, presentation in the classroom, fear of making mistakes, social environment, gender, culture differences, formal classroom environment are the source of the participants’ speaking anxiety. Self-perception or selfesteem has been chosen and becomes the dominant source of speaking anxiety.³⁷

According to Horwitz in MacInryre & Gardner, foreign language anxiety appears in the form of this three anxiety: communicate on apprehension, test anxiety, and fear of negative evaluation.³⁸

a. Communication Apprehension

Communication apprehension deals with students' fears in terms of communication. Their fear arises because they feel they cannot understand the information presented and are also unable to convey information clearly when they communicate. This is marked by the appearance of shame and fear of communicating with others.

b. Test anxiety

³⁶ Antoro, Imam Wahyudi, and Dewianti Khazanah. “*Speaking Anxiety: Factor Contributing To the Anxiety in Speaking Class of the First Year Students of the English Department Faculty of Letters, Jember University.*” *Artikel Ilmiah Mahasiswa*, (2015),1–7.

³⁷ *Ibid.* 6

³⁸ Horwitz, E. K., Horwitz, M. B., & Cope, J. 1986. “Foreign Language Classroom Anxiety”. *The Modern language journal*, 70(2), 125-132.

This type of anxiety is related to academic evaluation, which is the fear of failing a performance or exam. Usually students who experience this type of anxiety have bad experiences regarding previous exams that cause students to be insecure and think about failing the test they are taking, this can happen to all students.

c. Fear of negative evaluation

Fear of negative social evaluation is related to students' fear of negative opinions and views from those around them. When they talk, they are afraid that they will get an evaluation, criticism, or a bad impression from others. It causes them to be anxious and try to avoid these kinds of things. This type of anxiety is broader than the test anxiety situation, it can attack a variety of other social evaluation conditions, such as job interviews, speaking in front of the class.

According to research that has been made by Hasan Basri & Zainollah, that the factors that cause anxiety in speaking English are as follows:

1) Ability to Speak English.

Most students complain about their ability to speak in English. They feel that their language skills are still not good to be able to communicate in English.

2) Confidence Level

Students feel embarrassed when speaking English, especially when speaking in front of the class. Almost all college students are

afraid to speak in front of their friends in front of the class because of embarrassment. They feel the center of attention when they are in front of the class. All eyes were on him. This situation makes them nervous.

3) Negative Perceptions of English

The impact of perception is the formation of beliefs. The learner as a subject of learning has a view that causes language anxiety to appear. Some students find learning English difficult. Such a perception is what can lead us to form the belief that learning English is difficult and becomes one of the factors causing anxiety in speaking English.³⁹

5. Coping Strategies to Overcome Speaking Anxiety

There are several ways of learning that are used by different individuals in terms of age, habits, social environment including educational institutions, motivation and learning goals. If you look closely, the various ways or methods of learning each have their own characteristics that have become known as learning strategies.

Learning strategies are methods used by students to learn. Individually, learning strategies mean a method to achieve meaningful learning. Each child has their own strategies in solving problems in themselves, including the learning process in the classroom. There are individual strategies used by students to overcome the problems they face, one of which is in overcoming anxiety in speaking English. One of the strategies that we can use to manage the emotions that exist in us is the coping

³⁹ Hasan, Basri, and Zainollah. 2015. "Factors Affecting Kariman Language , Volume 01 , No . 01 , 2015 | 35 Hasan Basri & Zainollah." *Kariman* 01 (01): 35–48.

stress strategy. Lazarus and Folkman define coping strategies as attempts to continuously change cognitive and behavioral to manage external and/or internal demands that are judged to burden or exceed the individual's resources. Sarafino and Smith define coping strategies as the process by which individuals try to manage the differences between demands and resources that they assess as stressful situations. The word manage in this definition indicates that the coping efforts carried out vary, not necessarily directly leading to solving the problem.

Coping is a strategy to manage behavior to solve the simplest and most realistic problems, serves to free oneself from real and unreal problems, and coping is all cognitive and behavioral efforts to overcome, reduce, and withstand distress demands. Mathney, et al. in Rice, define coping as any effort, healthy or unhealthy, positive or negative, an attempt at awareness or unconsciousness, to prevent, eliminate, or weaken stressors, or to provide resistance to the effects of stress.⁴⁰

In short, coping is the process that the individual goes through in resolving stressful situations. The coping is an individual's response to situations that threaten him both physically and psychologically. Coping strategy is a way to change the environment or situation or solve the problem that is being felt/faced.⁴¹

Richard Lazarus and colleagues divided coping strategies into two forms, namely Problem-focused coping and Emotion-focused coping.

⁴⁰ Triantoro Safaria, Nofrans Eka Saputra, *Emotion Management: A Smart Guide to How to Manage Positive Emotions in Your Life*, p. 97.

⁴¹ Rasmun, *Stress, Coping and Adaptation* (Jakarta: CV. Sagung Seto, 2004), p. 29.

a. Problem-focused Coping

Problem-focused coping This term is used for cognitive strategies for stress management or coping used by individuals who face problems and seek to solve them.⁴²

Problem-focused coping is one of the strategies directed at the problem that a person is experiencing as well as an effort to solve the problem. For example, if an individual has problems following a lesson in class, then he or she will go to a tutoring center to take part in a training program that helps that person to learn more effectively.⁴³

Individuals will tend to use a problem-focused approach if they believe that the resources or demands of the situation may change.⁴⁴ Focusing on the problem can be interpreted by how individuals seek to change the stressor to make the effects of the stressor lessen. Which to reduce this is classified into three groups, namely:

- 1) *Cofrontative Coping*, is how reactions or attempts to solve problems or change things aggressively with all the risks encountered. React to change the circumstances that can describes the level of risk must be taken. For example, someone who carry out confrontative coping will solve the problem with do contradictory things with the applicable rules though sometimes there are risks large enough. Finish problem aggressively with describes the level of anger as well risk taking.

⁴² John W. Santrock, B. Adelar and Sherly Saragih, *Adolescence: Adolescent Development* (Jakarta: Erlangga, 2003), p. 566.

⁴³ John W. Santrock, Benedictine Widyasinta, *Juveniles: Volume 2*, 11 ed. (Jakarta: Erlangga, 2007), p. 299.

⁴⁴ Edward P. Sarafino, Timothy W. Smith, *Health Psychological: Biopsychosocial Interaction*, h. 113.

2) *Seeking Social Support* is an effort to solve a problem by seeking help from outside parties such as friends, family or with experts in their field in real form or emotional support.

3) *Planful Problem-Solving*, how individuals deal with problems or stressors with an analytical approach to solving their problems, full of calculations and also look at the risks that will be faced when solving the problem carefully. Planful problem solving is reacting by carrying out certain efforts which aims to change circumstances, followed by an analytical approach in solving problems. For example, someone who does planful problem solving will work with full concentration and pretty good planning and willing. Change your lifestyle to prevent problems which is being faced gradually can be resolved.

b. Emotion-focused Coping

This emotion-focused coping is a term used to respond emotionally to the stress experienced, specifically by using defense mechanisms. Emotion-focused coping includes how to avoid problems, rationalize problems that occur, deny events that occur, laugh at them, or seek religious views for support.⁴⁵ Lazarus dan Folman in Fahrezi et al. classifies this coping into five, namely:

1) *Distancing* that tries not to involve itself from the problem or make it look positive. For example, someone who does This coping is in solving problems, it can be seen from his attitude that he doesn't care to the

⁴⁵ John W. Santrock, Benedictine Widyasinta, *Juveniles: Volume 2*, p. 299.

problems being faced even tried to forget it as if nothing had ever happened.

- 2) *Escape Avoidance* how the individual avoids or tries to extract himself from the problem at hand. For example, someone who do this coping for problem solving, seen from his attitude is always evasive and often even involve themselves into negative actions such as sleeping too long, taking drugs forbidden and unwilling to socialize with other people.
- 3) *Self Controlling* in which the individual can respond by carrying out restrictive activities in both feelings and actions. For example, someone who does this coping is for solving problems I will always think before I act something and avoid to do something by doing something haste.
- 4) *Accepting Responsibility* where the individual sees the problem as giving rise to self-awareness in a problem faced and can place themselves according to the capacity possessed by the individual. For example, someone who accepts responsibility will accept everything something that is happening right now as name should and can adapt to the conditions is experiencing.
- 5) *Positive Reappraisal* in which *the* individual responds by trying to create a positive *meaning* in the self that aims to develop himself including in involving religious matters. For example, someone who carried out positive reappraisal will always think positive and learn from everything something that happened and never happened blaming others and being grateful with what he still has.⁴⁶

⁴⁶ Fahrezi, Muhammad, Hery Wibowo, Maulana Irfan, and Sahadi Humaedi. 2020. "The Role of Social Workers in Improving Community Stress Coping Capability." *Focus : Jurnal*

B. Previous Studies

There are several studies that relate to the above material and are considered by the analysts here:

The first one is a study by Alfia Dwi Handayani with the title “Students’ Strategies in Reducing Speaking Anxiety at SMK Negeri 1 Pekanbaru”. This study explores the strategies of speaking anxiety in English lessons based on seven possible strategies of speaking anxiety from Kondo and Yang (1994 and 2004). This research is qualitative research with case study design which uses questionnaire survey and interview. This data was obtained from a questionnaire that was distributed and followed by semi-structured interviews. The findings showed that the majority of students’ speaking anxiety at SMK Negeri 1 Pekanbaru was low.

The difference between previous research and current research is that the previous research focus on the strategies of speaking anxiety from Kondo and Yang. The similarities between previous research and current research is both of us explores the strategies to overcome speaking anxiety, and both of us focus on speaking anxiety.

The second one is a study by Rio Pratama with the title “a Student’s Strategies to Overcome Speaking Anxiety in Public Speaking Class”. The aim of this study was to find out the strategies to overcome speaking anxiety in public speaking class at English Education Study Program of Teacher Training and Education Faculty of Tanjungpura University. The data were collected through personal narrative inquiry, semi structured interview and direct observation. The

results of this study showed that rehearsal, relaxation, visualization, gestures, and using note card were the strategies to overcome speaking anxiety in public speaking class. It can be concluded that the student found strategies to overcome speaking anxiety in public speaking class. In other words, these strategies gave significant effect to Mr X's performance during his speech and now Mr X feels comfortable to speak in front of the class.

The difference between previous research and current research is that the previous research don't use coping strategies to overcome speaking anxiety, and also the research analyze a new strategie used by the student. The similarities between previous research and current research is both of us focus on speaking anxiety, and the aim this study was to find the strategies to overcome speaking anxiety.

The third one is a study by Luluk Mazidah with the title "EFL Students Strategies to Overcome Speaking Anxiety and Fear of Negative Evaluation in Speaking Performance". This study aims to investigate the students' speaking anxiety and fear of negative evaluation in speaking performance, to know the factors affect the speaking anxiety and fear of negative evaluation among EFL students, to explore the kind of EFL student strategies in overcoming their speaking anxiety and fear of negative evaluation. The researcher used descriptive qualitative research. This research involved 28 students from the third semester class D of the English Education Department, IAIN Ponorogo. The statistic and descriptive analysis from both FLCA and FNE scales indicated that participants suffer from language anxiety and fear of negative evaluation. The result of this research indicated that participants have some factors in speaking anxiety and

fear of negative evaluation, they are classroom procedure, student's beliefs, teacher's beliefs, self-perceptions, social environment, errors in society, and topic understanding. This research also found some strategies that were used by students in reducing speaking anxiety and fear of negative evaluation. Those are memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The difference between previous research and current research is that the previous research used FLCA and FNE scales indicated that participants suffer from language anxiety and fear of negative evaluation, researcher don't use coping strategies to overcome speaking anxiety. The similarities between previous research and current research is both of us used qualitative method, and the aim this study was to find the factors causing speaking anxiety.

The fourth one is a study by Khoirzady Taqwa with the title "An Analysis of Students' Speaking Anxiety on Their Speaking Participation in EFL Classroom Activity". The study aims to know the students' speaking anxiety levels, find the effect of anxiety, and identify the factors that influence students' speaking participation. This study used a mixed-method design to explore and explain students' anxiety data. To gather the data, the students in this study were given a set of questionnaires based on the Foreign Language Speaking Anxiety Scale by Horwitz and an interview. The result of the FLCAS questionnaire classified the category of student anxiety into five categories from very relaxed to the very anxious level of anxiety. There are 8 students categorized as very anxious level, 29 students as anxious level, 23 students as mildly anxious level, and 2 students as relaxed level.

The difference between previous research and current research is that the previous research used FLCAS questionnaire, the researcher don't use coping strategies to overcome speaking anxiety, the researcher used mixed method to collect the data.

The fifth one is a study by Darmaida Sari with the title "Students' Strategies in Reducing Speaking Anxiety". This study is conducted with the aim to seek out what the students have done to reduce their speaking anxiety in the classrooms. Data collection was done by conducting semi-structured interview with nine students that had the highest rank of anxiety in the classrooms. The findings revealed that avoiding eye contact with the classmates and teacher, and doing physical expressive reactions were the most frequent non-verbal strategies and activities done by the students in reducing their anxiety when speaking English in the classrooms. The study suggests that English teachers should be more sensitive and concerned with the anxiety faced by the students when speaking English in the classrooms.

The difference between previous research and current research is that the previous research used FLCAS questionnaire, researcher don't used coping strategies to overcome speaking anxiety. The similarities between previous research and current research is both of us used qualitative method, and both of us focus on speaking anxiety.

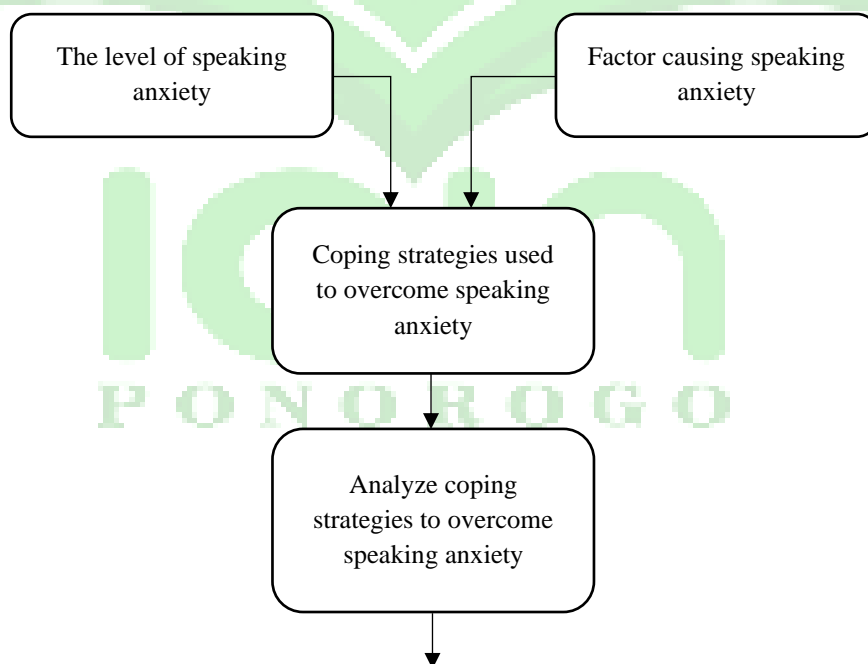
C. Theoretical Framework

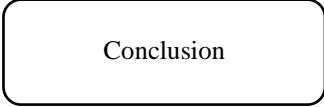
In this research, the researcher analyzed in depth about the strategies used by students to overcome anxiety in speaking English in public. Based on initial observations made by researcher in the international class at SMAN 3 Ponorogo,

there are still many students who felt anxious to speak in public and still confused about how to deal with those problems. There are several strategies that students can use to overcome their anxiety, one of which is using coping strategies.

Coping is the simplest and most realistic problem-solving strategy by means of behavior management, useful for freeing oneself from various real and unreal problems, and coping is a behavioral and cognitive effort to reduce, overcome, and withstand demands. This strategy can be used by students who experience anxiety when speaking in public because this coping strategy is suitable for dealing with stress which is one of the anxiety factors that students experience, not only that coping strategies are also divided into several aspects where students can find out which strategies they use to deal with the anxiety they experience.

The following is the illustration of theoretical framework:

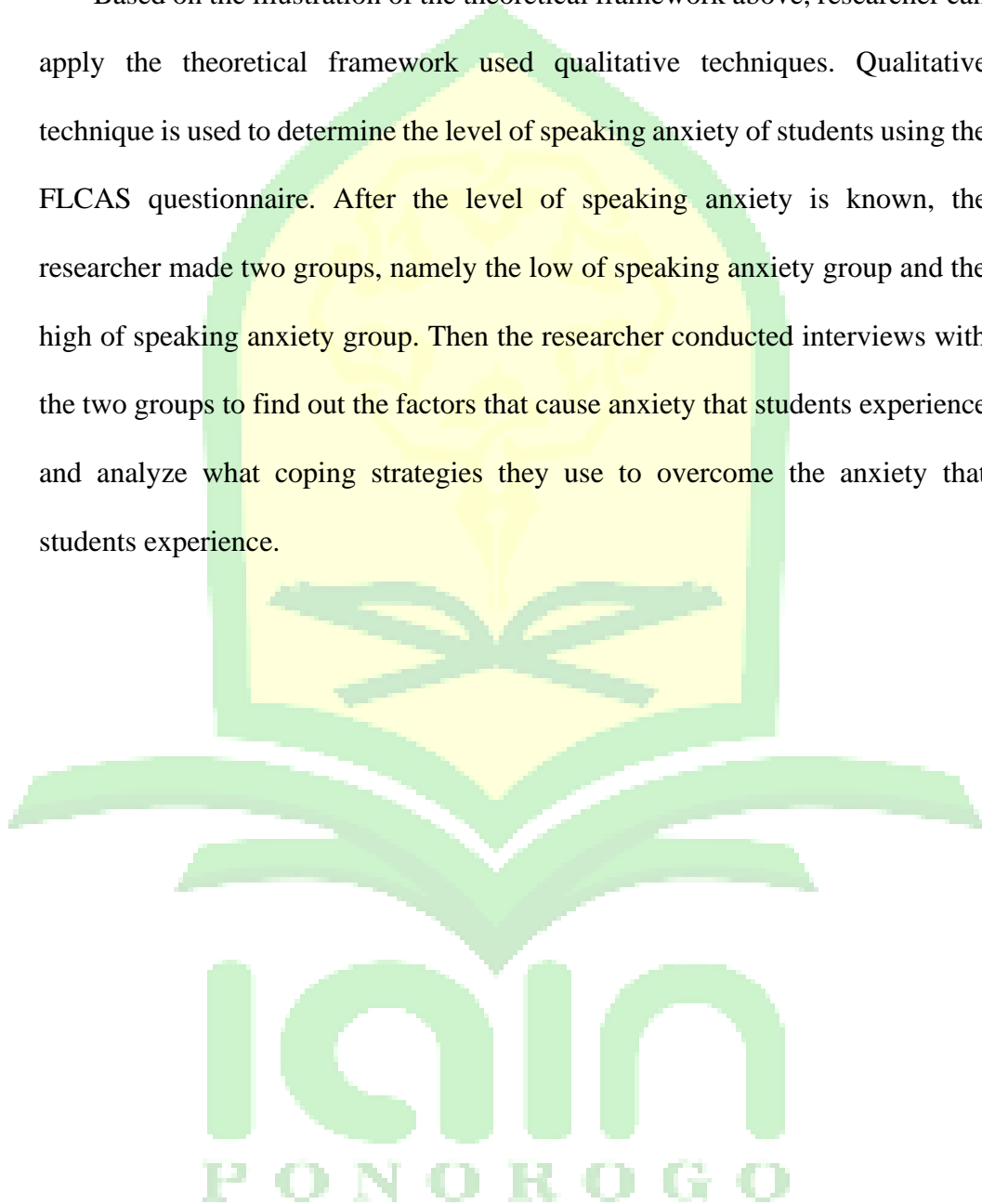




Conclusion

Figure 2.1 Theoretical Framework

Based on the illustration of the theoretical framework above, researcher can apply the theoretical framework used qualitative techniques. Qualitative technique is used to determine the level of speaking anxiety of students using the FLCAS questionnaire. After the level of speaking anxiety is known, the researcher made two groups, namely the low of speaking anxiety group and the high of speaking anxiety group. Then the researcher conducted interviews with the two groups to find out the factors that cause anxiety that students experience and analyze what coping strategies they use to overcome the anxiety that students experience.



CHAPTER III

RESEARCH METHOD

A. Research Design

In general, research design can be interpreted as a sketch or research design made consciously by a researcher. A research design can also be interpreted as a research framework. Before conducting research, researcher must submit a research plan. The content of the study protocol including the study protocol, and whether the research protocol outlined in the study protocol is feasible and can be immediately put into practice, or whether it still needs to be revised.

This study used qualitative method to provide broader insight about anxiety in speaking English to International student at SMAN 3 Ponorogo. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. According to Creswell the focus of a case study is the specification of a case in an incident whether it includes individuals, cultural groups or a portrait of life.⁴⁷

Researcher use case studies because this research is focused on very special interest, research seeks the details of the interaction with the context. In this research, special interest is analyzing the coping strategies used by students to overcome anxiety in speaking especially English. The researcher observes and

⁴⁷ John W.Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Tradition*. (London: SAGE Publications, 1998), 37-38.

draws from the phenomena as clearly as possible. In addition, researcher determine and reported the results of research on coping strategies used to overcome speaking anxiety in students of SMAN 3 Ponorogo.

B. Researcher's Role

The role of the researcher in this research is as a planner, data collector, analyzer, and finally as the initiator of the research. Qualitative research emphasizes that researcher or with the help of others is the main data collection tool. Because of that, researcher are the key to conducting research. Researcher do not only act as data takers, data processor, and inventor of research data. However, researcher will also be a friend of the subject. So, the results will be more accurate and valid because the more the subjects trust the researcher, the easier it is for them to do it tell the truth and minimize falsehood.

C. Research Location

This research took place at SMAN 3 Ponorogo. It is located at Jl. Laks. Yos Sudarso Gg. III No.1, Lingkung Dua, Paju, Kabupaten Ponorogo, Jawa Timur. The reasons for selecting the school are:

1. Affordable schools allow researcher to carry out further research effectively.
2. This school is the only high school that has an international class program in Ponorogo.

D. Data Source

Sources are needed by the author to back up this research. Primary and secondary data sources are the two sources used to complete the data.

1. Primary source of data

Primary data is data that is directly obtained from the main source at the research location or research object.⁴⁸ The primary data used in this research is observation, interviews, and giving questionnaire to the international student at SMAN 3 Ponorogo.

2. Secondary source of data

Secondary data is used as a complement to primary data. This additional material comes from readers, textbooks, and other sources that explain the student strategies or coping strategies. Secondary data for this research is the result of direct observation in the form of a document in the form of an overview of SMAN 3 Ponorogo and in the form of problem data found in SMAN 3 Ponorogo.

E. Data Collection Technique

The research instruments used in this study were observation, questionnaires and interviews.

1. Observation

The first instrument is observation. Observation is the process of collecting information by observing the subject and the places at the research site.⁴⁹ This observation was carried out to obtain an overview of the data about

⁴⁸ Andrew Fernando Pakpahan et al., *Scientific Research Methodology (The Foundation We Write, 2021)*, 79.

⁴⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4 th Edition)*, (Boston: Pearson Education, 2012), p. 213.

the condition of the research subjects that support this research. Observational data collection techniques are used when the research is related to human behavior, work processes, and natural phenomena, and the number of respondents observed is not too large.

Observations in this study were carried out in a structured manner. This means that the researcher already knows the aspects related to the problem and research objectives, so that the observations are carried out systematically. The observation method in this study was passive participant observation, where the researcher was at the location of the activity of the person being observed but was not involved in the activity.

Table 3.1 Checklist of Observation

No	Statements	Yes	No	Description
1.	Students was able to speak about the topic that had been prepared consist of telling their holiday.			
2.	Student had self-confidence when speaking.			
3.	Student was afraid of making mistakes when speaking.			
4.	Student felt shy and looks like nervous when presenting the material.			
5.	Student was lack of confidence when speaking			

without preparation at the first time.

Students was able to reduce his shy and nervous feeling
6. by trying to be relax and keeping calm.

2. Questionnaire

The second instrument that used is a questionnaire to determine the level of student anxiety. In this research, the researcher uses a questionnaire from (Öztürk & Gürbüz, 2014). The questionnaire was adopted by selecting 18 items from 33 items of FLCAS by Horwitz. Öztürk & Gürbüz state that the 18 items are directly relation to foreign language learners and the items are conclude the experienced of their speaking anxiety.⁵⁰ FLSAQ (Foreign Language Speaking Anxiety Questionnaire) that adapted by Saltan was modified negative words into positive words. The 18 items were from FLCAS (Foreign Language Classroom Anxiety Scale) by Horwitz & Cope therefore a modified words for adjusts English Foreign Language context. FLSAQ for EFL context that adapted by Saltan consist of 18 items and characterized into three subscale: (a) Communication Apprehension (1,4,5,7,8,9,13,14,15,16) (b) Test Anxiety (3 & 11) and (c) Fear of Negative Evaluation (2,6,10,12,17,18). In 2014, Öztürk & Gürbüz had been a research about speaking anxiety in EFL context then adopted FLSAQ by Saltan. Öztürk & Gürbüz as cited in Saltan, FLSAQ questionnaire was tested with PhD

⁵⁰ Öztürk, G., & Gürbüz, N. (2014). *Speaking Anxiety Among Turkish EFL Learners: The Case at A State University*. *Journal of Language and Linguistics*, 1-17.

researcher. This questionnaire consisting of five options indicating the scale; Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD).⁵¹

Table 3.2 Questionnaire of FLSAQ

Items	Statements	Factors
1	I am never quite sure of myself when I am speaking in English	Communication apprehension
4	I get frightened when I don't understand what the teacher is saying in English	
5	I start to panic when I have to speak without preparation in English classes	
7	I feel nervous while speaking English with native speakers	
9	I don't feel confident when I speak English in classes	
13	I feel very self-conscious about speaking English in front of other students	
14	I get nervous and confused when I am speaking in English classes	
15	I get nervous when I don't understand every word my English teacher says	
16	I feel overwhelmed by the number of rules I have to learn to speak English	
3	I tremble when I know that I am going to be called on in English classes	Test anxiety
11	I can feel my heart pounding when I am going to be called on in English classes	

⁵¹ Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132.

Items	Statements	Factors
2	I am afraid of making mistakes in English classes	
6	I get embarrassed to volunteer answers in English classes	
8	I get upset when I don't understand what the teacher is correcting	
10	I am afraid that my English teacher is ready to correct every mistake I make	Fear of negative evaluation
12	I always feel that the other students speak English better than I do	
17	I am afraid that the other students will laugh at me when I speak English	
18	I get nervous when the English teacher asks questions which I haven't prepared in advance	

The FLSAQ (Foreign Language Speaking Anxiety Questionnaires) questionnaire was provided to the respondent. The questionnaires contained questions about students' anxiety experiences, which were carried out to identify and classify their anxiety levels. Each student must answer all FLSAQ questions distributed by selecting one of the options from five answer scales. Data was also collected through interviews conducted after classifying students with low anxiety levels and high anxiety levels.

3. Interview

The third instrument was the interview. According to Creswell, an interview occurs when researcher ask general, open-ended questions from one or more participants and record their responses.⁵² This interview was intended to find out more deeply and in detail about the factors causing students' anxiety levels and find out the coping strategies used to overcome speaking anxiety. This study used purposive sampling. Based on Creswell, Purposive sampling is a sampling technique where the researcher deliberately selects individuals and sites to study or understand the central phenomenon.⁵³ Then, the population were divided into categories based on predetermined criteria. The researcher overcame the causes and solutions by considering two perspectives, both from students with anxiety levels and students with relaxed levels. The interview divided into two groups according to the student's anxiety level category. The first group was students who had anxiety levels, and the second group was students who had relaxed levels. Both groups were asked some questions that focused on finding out the cause and the strategies to reduce anxiety from both groups' points of view or perspective. Then, the interview results were analyzed to find the cause of the students' anxiety levels and find appropriate solutions to reduce the students' anxiety levels. Not only that, but the data to find the solution to overcome high levels of student anxiety is also supported by the previous study by including suggestions from experts about how to deal with students' anxiety.

⁵² Creswell, J. W. (2012). Educational Reserach Planning, Conducting and Evaluating Quantitative and Qualitative Research. In Pearson (Vol. 66)

⁵³ *Ibid* .

Table 3.3 Interview of Coping Strategies

Variable	Aspect/ Dimension	Indicators	Theory	Questions
Coping strategies solving	Problem focused solving	- <i>Planful problem solving</i>	Lazarus and Folkman (1984)	1. Apakah Anda merasakan cemas (takut) saat berbicara di depan umum?
		- <i>Seeking Social Support</i>		2. Apakah Anda ingin mengurangi kecemasan berbicara di depan umum?
		- <i>Cofrontative Coping</i>		3. Bagaimana Anda mengatasi rasa cemas saat berbicara di depan umum?
				4. Saat Anda menghadapi rasa cemas, apakah Anda akan curhat kepada teman Anda, baik itu di sekolah maupun di luar sekolah?
				5. Hal apa yang Anda harapkan dari teman Anda tersebut saat bercerita dengan mereka?
				6. Bantuan apa yang teman Anda berikan saat mengetahui kecemasan yang Anda alami?
				7. Apakah Anda pernah merasa marah setelah apa yang Anda alami (kecemasan saat berbicara di depan umum)?
				8. Apakah Anda pernah memukul benda sekitar setelah apa yang Anda

Variable	Aspect/ Dimension	Indicators	Theory	Questions
Coping strategies	Emotion focused coping	<ul style="list-style-type: none"> - <i>Distancing</i> - <i>Escape Avoidance</i> - <i>Self Controlling</i> - <i>Accepting Responsibility Positive Reappraisal</i> 	Lazarus and Folkman (1984)	alami (kecemasan saat berbicara di depan umum)?
				<p>9. Bagaimana Anda menggambarkan rasa cemas yang dialami ketika berbicara di depan umum?</p> <p>10. Apakah Anda akan memfokuskan pada kegiatan lain yang tidak membuat Anda merasa cemas?</p> <p>11. Apa yang membuat Anda merasa cemas saat Anda berbicara di depan umum?</p> <p>12. Lalu, apakah Anda akan menghindari masalah tersebut atau menghadapinya?</p> <p>13. Bagaimana Anda mengelola rasa cemas dan stress saat menghadapi situasi yang menantang, seperti berbicara di depan umum?</p> <p>14. Bagaimana Anda memotivasi diri sendiri ketika merasa cemas dalam situasi yang menantang?</p> <p>15. Apa yang Anda lakukan ketika Anda merasa terganggu oleh kecemasan dan stress</p>

Variable	Aspect/ Dimension	Indicators	Theory	Questions
				yang Anda alami?
				16. Apakah Anda akan mencari bantuan atau mengambil langkah konkret untuk mengatasi masalah tersebut?
				17. Apakah menurut Anda rasa cemas yang Anda alami sekarang adalah sebuah pembelajaran untuk diri anda di kemudian hari? Mengapa?

Table 3.4 Interview of Factor Causing Speaking Anxiety

Variable	Aspect/ Dimension	Indicators	Theory	Questions
Factor causing speaking anxiety	Communication Apprehension	- feelings of shame - reluctance - fear	Horwitz and Cope (1986)	1. What causes you to feel embarrassed when speaking in public? <i>(Apakah yang menyebabkan Anda mengalami kecemasan (perasaan malu) saat berbicara didepan umum?)</i> 2. Do you feel more anxious when speaking in front of more senior? Why do you think that? <i>(Apakah Anda merasa lebih cemas saat berbicara di depan orang yang lebih senior?)</i>

Mengapa Anda berpikir seperti itu?)

3. Have you had experiences in the past that made you feel uncomfortable (afraid) when speaking in public?

(Apakah Anda memiliki pengalaman di masa lalu yang membuat Anda merasa tidak nyaman (takut) saat berbicara di depan umum?)

4. Do you feel anxious when you make a mistake in an exam?

(Apakah Anda merasakan cemas saat melakukan kesalahan dalam ujian?)

5. What strategies do you use in reducing the anxiety?

(Strategi apa yang Anda gunakan dalam mengurangi kecemasan yang Anda alami?)

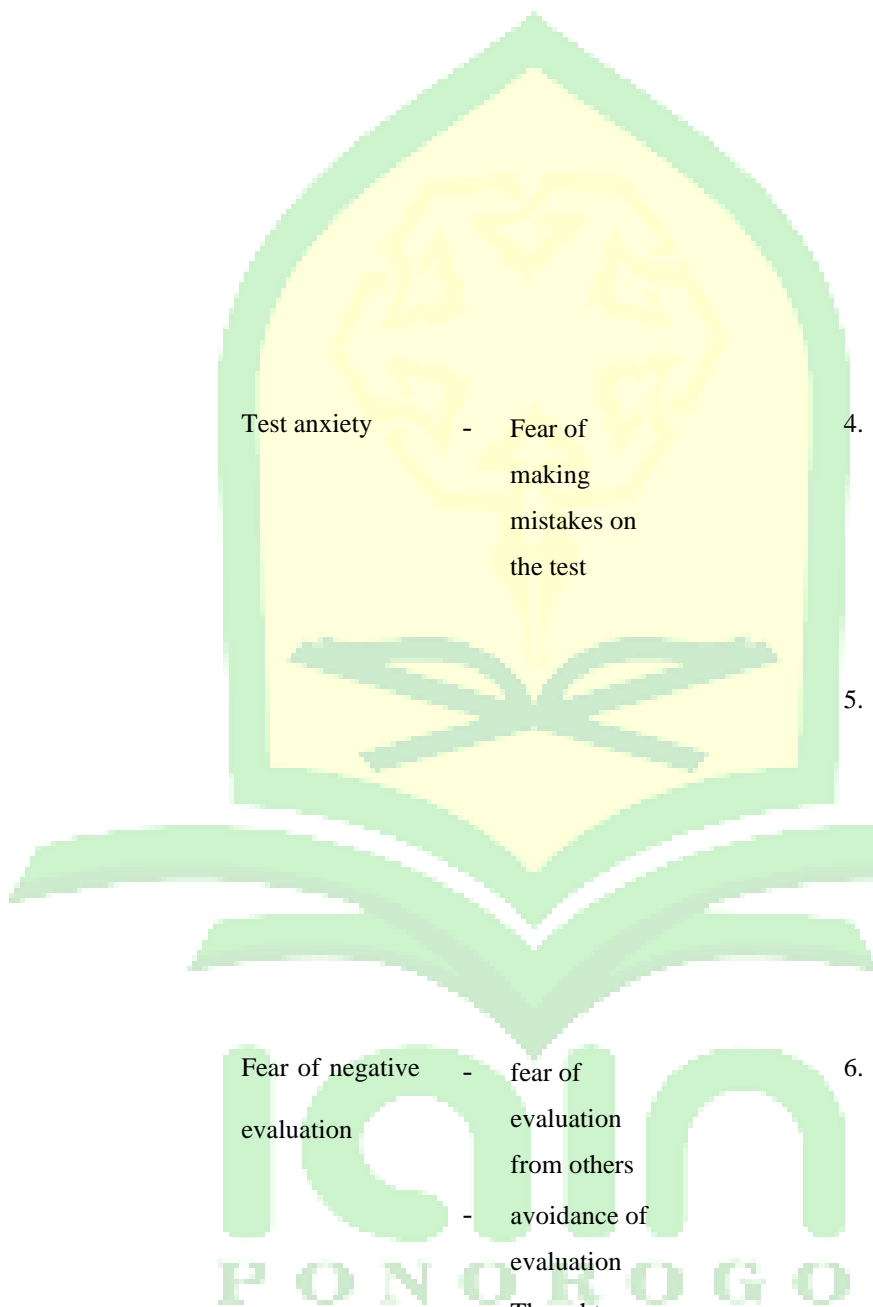
6. Do you feel anxious if someone judges your speaking performance?

(Apakah Anda merasa cemas jika seseorang menilai speaking performance Anda?)

7. Will you avoid negative comments from others

Test anxiety - Fear of making mistakes on the test

Fear of negative evaluation - fear of evaluation from others
- avoidance of evaluation
- Thoughts on negative opinions



about your speaking performance?
(Apakah Anda akan menghindari komentar negative dari orang lain mengenai speaking performance Anda?)

8. Do you have negative thoughts about the person you just met?
(Apakah Anda mempunyai pemikiran negatif terhadap orang yang baru Anda temui?)

F. Data Analysis Technique

Data analysis is carried out both before and after data collection has been completed. It has been finished. According to Matthew B. Miles, the three tasks listed below help to sustain this concept. Data reduction, data visualization, and deriving and confirming conclusions are all possible.⁵⁴

1. Data Reduction

Data reduction is a form of analysis that refines, classifies, directs, and discards unwanted data to summarize potential data to answer survey questions. This phase involves the process of selecting raw data, focusing, simplifying, abstracting, and transforming. This phase helps researcher get a clearer picture of the issues related to their research/research focus and makes it easier for them to collect more data as needed.

⁵⁴ Matthew B. Miles, et al., *Qualitative Data Analysis: A Methods Sourcebook* (USA. Sage, 2014, Third Edition), 7.

After gathering information from primary and secondary sources, the researcher must reduce the amount of data. Researcher must summarize data collected from various sources as part of data reduction. It has been stated that researcher obtained data by observing the student strategies carried out in class. Researcher also get sources from previous research and literature. The information is already here. The existence of an international class type causes differences in the English learning process delivered by their teachers. Thus, researcher concentrate on the student strategies to overcome speaking anxiety in International class at SMAN 3 Ponorogo.

2. Data Display

Data disclosure is the process of presenting reduced data as a systematic collection of information that draws conclusions and provides opportunities for action. The reduced data is presented systematically in the form of stories, matrices, graphs, relationships between categories, networks and charts. To help researcher obtain data and information that is interpreted in ways that are useful for their research. Viewing the data makes it easier to understand what's going on and allows you to plan further work based on your understanding.

3. Conclusion/Verification

The final step is validating the data or drawing conclusions. Because qualitative research problems are transitory and evolve over time, it is not clear whether qualitative research conclusions will address the issues formalized in the first place. The activities carried out in this phase are: Examining the conclusions drawn by comparing the theories put forward by

experts, especially related theories, conducting a review process, starting with observation, interviews, and documentation, drawing conclusions reported as a result of the investigation which is conducted. The conclusions drawn must be available in response to formalized research priorities and new findings.

G. Checking Validity of Findings

Validity refers to how true and certain your study's conclusions are. "True" in the sense that your conclusions fairly depict the actual circumstances. "Certain" in the sense that your conclusions are supported by data. "Certain" indicates that there are no valid reasons to doubt the findings; in other words, the evidence is sufficiently strong to back your conclusions. Qualitative researcher employed the triangulation technique to assess and establish the validity of their findings. Utilizing many sources of data and information is known as data triangulation. Classifying each group or kind of stakeholder for the program you are reviewing is an important tactic. Then, make sure that the assessment research includes an equal number of participants from each stakeholder group. When the qualitative research project had started, the researcher made an effort to ensure that the data were accurate. This is an explanation of the scientific data results.⁵⁵

Validity refers to how strongly theory and evidence back up suggested uses of tests' suggested interpretations of test results. The following methods can be used to assess the levels of data validity:

⁵⁵ Lisa A. Guion, *Triangulation: Establishing the Validity of Qualitative Studies*. (Florida: Department of Family, Youth and Community Sciences, 2022), Page. 1.

1. Conducting an Observation

It means that the researcher identifies aspects and circumstances in the scenario that are pertinent to the chosen problem.

- a. Observing the learning process used in international classes at SMAN 3 Ponorogo for the 2022/2023 academic year.
- b. Examine carefully until the researcher finds the desired information.

2. Conducting Triangulation

Triangulation is the process of using several research techniques and analyzing the results to produce a more complete picture of the topic being studied. It is accessible by:

- a. Comparing information gathered through observation with information gathered through the documents.
- b. Contrasting what people often say with what the researcher says.
- c. Comparing the information gleaned from the observation with the information in the linked paper.

Research material that has been completed will later be validated by material experts and media experts, a questionnaire is used. Previously, the questionnaire had to be validated first so that after the questionnaire was valid, the questionnaire could be used to validate the research material to be made. The research material created will be submitted to the validator to validate the questionnaire about the research material. After the research material is valid, a questionnaire will be filled out by international class students.

H. Research Procedure

1. Planning

At the planning stage, previously the researcher must complete the requirements to be able to conduct research. These requirements include: researcher must make research proposals, make research instruments, and seek research permits. All requirements can be fulfilled then the researcher conducts research in schools. In the first stage the researcher made observations. The next process after the observation is the interview process. This interview was conducted with students class international at SMAN 3 Ponorogo.

2. Data Analysis Procedure

The researcher analyzed the data according to what the researcher has planned in the research proposal made. Researcher analyzed the data using 3 methods: data reduction, data display, and data verification/conclusion. Researcher took all data sources that can support and answer the formulation of the problems that have been made in this study.

3. Research Report

This research reported and published to the general public through the IAIN Ponorogo e-thesis website. However, before this research is published, this research go through a testing process and a verification process by several related lecturers.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Data

1. Historical Background of SMAN 3 Ponorogo

Prior to the 1988/1989 school year, the world of education in Indonesia was still characterized by the existence of high school (SLTA). The high school consists of various majors including: STM, SMEA, SMKK, SAA, SPK, SPG, SGO, and others. The last two types of schools (originally) were indeed prepared to become teachers at the elementary school level. The issuance of the decree of the minister of education and culture in 1989 No. 03/10/U/1989, date. June 5, 1989 stated that the quota for prospective teachers in SD had been fulfilled. In addition, the quality of teachers (especially elementary school teachers) needs to be improved. Therefore the Teacher Education School (SPG) and Sports Teacher School (SGO) were converted into other types of schools.

In the Ponorogo sub-district, there are only two state high schools, while there are 4 types of state vocational schools, namely: STM, SMEA, SMKK, and SPG. The SPMA (High School of Agriculture) and SPK (School for Health Nursing) are schools owned by the local government. It should be noted that there are also quite a number of privately owned high schools and vocational schools in Ponorogo.

Following up on the decision of the Minister of Education and Culture of the Republic of Indonesia (Prof. Fuad Hassan) No.03/10/U/1989, June 5 1989 regarding the conversion of the functions of the SPG and SGO schools to become another vocational school or SMA Mr. Soetono as the chief official of SPG Negeri Ponorogo and also BP3 (school committee) to determine what type of school should be chosen and finally the SMA type of school chosen. At the beginning of the 1989/1990 school year, registration for new students at SMA Negeri 3 Ponorogo District was opened for the first time. Prospective new students accepted as many as 200 sons and daughters. These new students are divided into 5 study groups. And on the third Monday in July 1989, teaching and learning activities began at SMA Negeri 3 Kec. Ponorogo (Ponorogo State SPG).

In line with the ongoing teaching and learning activities for grade 2 and grade 3 SPG Negeri students, the aroma of the SMA Negeri 3 Ponorogo curriculum spread. Ponorogo State SPG teachers and employees also serve as teachers and employees at SMA Negeri 3 Ponorogo besides that there are also additional new teaching staff (teachers) from outside the Ponorogo State SPG. In 1990/1991, grade 1 students of SMA Negeri 3 Ponorogo who went up to grade 2 asked for majors. SMA Negeri 3 Ponorogo has 3 majors, namely the department of physics (A.1), the department of biology (A.2) majoring in IPS (A.3). In 1990/1991 SMA Negeri 3 Ponorogo already had grade 1 students and grade 3 students were still occupied by State SPG students. In accordance with the program, in the 1991/1992 school year all State SPG students had graduated. The SPG educational institution is officially closed in accordance

with the decree of the minister of education and culture mentioned above. In 1991/1992 students studying at the Paju campus, Jl. Yos Sudarso III/1-absolute student of SMA Negeri 3 Ponorogo District.

In 1997-2003 the names of high schools throughout Indonesia were changed to SMU (Sekolah Tinggi Umum) as a counterbalance to vocational schools whose names were merged to become SMK (Vocational Middle School). Basically, the term Public High School (SMU) is indeed easier to distinguish from other types of schools, namely vocational schools. The term SMA does sound more compatible with the term SMK. But in 2003 there was a change where the term SMU was removed and returned. The government uses the term SMA (High School). As a motivation to improve the quality and credibility of a school, the government issues a rating rule for schools throughout Indonesia. The assessment rules are called Accreditation. Accreditation is carried out by the government every 5 years. The National Accreditation Board in Surabaya after conducting an assessment at SMA Negeri 3 Ponorogo Subdistrict through a letter (certificate) dated October 21, 2009 stated that SMA Negeri 3 Ponorogo occupied position (rank) A. This position at rank A is valid until the 2014/2015 academic year.

2. Vision, Mission, and Purpose of SMAN 3 Ponorogo

a. Vision

To become an educational institution that realizes students as Pancasila Student Profiles.

b. Mission

- 1) Increase piety to God Almighty, have a noble character and implement it in life in harmony.
- 2) Improving the strengthening of character education in an active, effective way to create critical, creative, independent, innovative and competitive reasoning attitudes.
- 3) Increasing commitment to the main task of the school as an agent of change to produce quality graduates who are polite, intelligent, and achievers.
- 4) Optimizing literacy culture to create global diversity.
- 5) Implementing a mutual cooperation, transparent and accountable management system.
- 6) Implement environmental protection and management programs.

c. Purpose

- 1) Producing human resources who are devoted to God Almighty.
- 2) Producing generations of noble, intelligent, and superior personalities in various fields.
- 3) Producing a generation that has a tenacious, skilled and independent attitude at work and is able to adapt to developments and changing times.
- 4) Producing students who have strong personality, polite, intelligent, and achievers.
- 5) Cultivating the digital literacy skills of school members to accelerate digital applications in processing school administration that is fast,

precise and easily accessible in order to improve service to the community.

- 6) Preserving and introducing students to local language procedures (Javanese) in order to form personality and noble character and enhance cultural preservation.
- 7) To produce students who have foreign language communication skills in order to face global challenges.
- 8) Cultivate the participation of the community, alumni and private or state institutions in school development.
- 9) Creating a clean, cool, beautiful, comfortable, healthy and fun school environment that supports learning activities.
- 10) Increasing the awareness of school members to carry out preservation, prevention of pollution and environmental damage.

B. Research Findings

The research findings of this study contain an overview of the results and the findings of researcher obtained through observation, interviews and documentation. Observation data obtained by researcher through observation of the learning process of international class students. In addition to using observation, researcher also get data findings through questionnaires that will be distributed to international class students, the last instrument to obtain the results of the data using interviews. This interview is given to international class students.

1. The Result of Students Level Speaking Anxiety

Based on what has been explained previously, this study involved 36 participants from international class in SMAN 3 Ponorogo. The researcher used a Foreign Language Speaking Anxiety Questionnaire (FLSAQ) as the first instrument in this research. In this research, the researcher used a questionnaire from Öztürk & Gürbüz which adopted from Horwitz.⁵⁶ After distributing the questionnaires to the respondents, these are some of the results obtained, based on what has been explained in the previous study, researcher used the Oetting's scale to determine the level of speaking anxiety in students which consisted of several categories including; very anxious level, anxious level, mildly anxious, relaxed, very relaxed.⁵⁷

a. *Very Anxious Level*

Based on the questionnaire data obtained, there is no data that shows that international class students experience a very anxious level or there are no students who get a score range of 120-144, where the score range falls into the very anxious level category. The researcher concluded that no one experienced a very anxious level among international class students at SMAN 3 Ponorogo.

b. *Anxious Level*

Based on the questionnaire data obtained, there is data that shows that some international class students experience an anxious level or there are 33.3% of respondents (12 students) who get a score range of 96-119,

⁵⁶ Öztürk, G., & Gürbüz, N. (2014). *Speaking Anxiety Among Turkish EFL Learners: The Case at A State University*. Journal of Language and Linguistics, 1-17.

⁵⁷ E.R. Oetting, "Manual: Oetting's Computer Anxiety Scale (COMPAS)". Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University, 1983), 29.

which is where the score range falls into the anxious level category. The researcher concluded that there are still some students who experience an anxious level in the international class of SMAN 3 Ponorogo.

c. *Middly Anxious*

Based on the questionnaire data obtained, there is data that shows that several international class students experienced a middly anxious level or there were 44.4% of respondents (16 students) who got a score range of 72-95, which is where the score range falls into the middly anxious level category. The researcher concluded that there are still some students who experience a middly anxious level in the international class of SMAN 3 Ponorogo.

d. *Relaxed*

Based on the questionnaire data obtained, there is data that shows some international class students experienced a relaxed level or there were 22.2% of respondents (8 students) who got a score range of 48-71, which is where the score range falls into the relaxed level category. The researcher concluded that there are still some students who experience a relaxed level in the international class of SMAN 3 Ponorogo.

e. *Very Relaxed*

Based on the questionnaire data obtained, there is no data that shows that international class students experience a relaxed level or there are no students who get a score range of 24-47, where the score range falls into the very relaxed level category. The researcher concluded that there were

no students who experienced a very relaxed level in the international class at SMAN 3 Ponorogo.

In order to make it easy for readers to understand the results of the students' opinions, the researcher makes a summary based on the category of anxiety levels in speaking. Based on what has been explained in the previous study, researcher used the Oetting's scale to determine the level of speaking anxiety in students which consisted of several categories including; very anxious level, anxious level, middly anxious, relaxed, very relaxed.⁵⁸

Table 4.1 The Result of Level Speaking Anxiety

Score of students speaking anxiety	Category of level speaking anxiety	Result
120-144	Very anxious level	-
96-119	Anxious level	12 respondent (33,3%)
72-95	Middly anxious	16 respondent (44,4%)
48-71	Relaxed	8 respondent (22,2%)
24-47	Very relaxed	-

2. What are the Factors Causing Speaking Anxiety ?

Based on the questionnaires conducted by the researcher, the researcher divided two groups into those who felt anxious when speaking English and those who did not feel anxious or relaxed when speaking English to conduct interviews on the factors causing speaking anxiety. To find out the factors that cause anxiety in speaking English, the researcher uses interviews as a tool

⁵⁸ E.R. Oetting, "Manual: Oetting's Computer Anxiety Scale (COMPAS)". Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University,1983), 29.

to collect student data. As explained above, the interview questions will be given to 12 students who feel anxious when speaking English and 8 students who feel relaxed when speaking English.

1. Communication Apprehension

- a. Item 1 (*What causes you to experience anxiety (feeling of embarrassment) when speaking English in public?*)

From the 12 answers of students who experienced anxiety when speaking English, the researcher concluded that students feel less confident and feel afraid of being wrong in processing the words they convey when they are asked to speak English in public, while the 8 answers of students who experience relaxed when speaking English the researcher concluded that they feel normal when asked to speak English even though they sometimes feel anxious occasionally but they can solve their own problems. The following is an example of a statement said by students who experience anxiety and who are relaxed while talking;

“What causes me to experience anxiety (feeling of embarrassment) when speaking English in public is the fear of mispronouncing the pronunciation and meaning in English, that's why I get nervous when asked to speak English in public.” Said Thalita one of the students who experienced anxiety when speaking English in public.

“When I am asked to speak English in public, I feel that it is normal for me but sometimes I feel a little anxious to speak English but I can

still overcome this anxiety.” Said Husna one of the students who experienced relaxed when talking.

- b. Item 2 (*Do you feel more anxious when speaking in front of senior people? why do you think like that?*)

From the 12 answers of students who experienced anxiety when speaking English, the researcher concluded that students feel that those who are more senior are more experienced than them and they are afraid that they will be laughed at when they make a mistake so that it makes students feel anxious when they are asked to speak in front of people who are more senior, while the 8 answers of students who experience relaxed when speaking English, the researcher concluded that they feel that it's a good thing for them because by speaking in front of their seniors they will get justification when they make mistakes when speaking and become better in the future. The following is an example of a statement said by students who experience anxiety and who are relaxed while talking;

“Yes, because I think seniors must be more experienced than me and I'm worried that I will make mistakes when speaking in front of seniors.” Said Galang one of the students who experienced anxiety when speaking English in public.

“Maybe not, because in my opinion seniors will actually provide support rather than unnecessary comments.” Said Alwan one of the students who experienced relaxed when talking.

- c. Item 3 (*Have you had experiences in the past that made you feel uncomfortable (afraid) when speaking in public?*)

From the 12 answers of students who experience anxiety when speaking English, the researcher concluded that students have had experiences that made them feel uncomfortable when speaking English, they made mistakes they were laughed at, while the 8 answers of students who experience relaxed when speaking English, the researcher concluded that they do not have experiences that make them uncomfortable so they are still relaxed when asked to speak English in public. The following is an example of a statement said by students who experience anxiety and who are relaxed while talking;

“Yes, I have, I have made mistakes and then I was laughed at by friends from there. I felt anxious when I was asked to come forward to speak.” Said Devita one of the students who experienced anxiety when speaking English in public.

“No, I’ve never had an experience that made me uncomfortable speaking.” Said Bella one of the students who experienced relaxed when talking.

2. Fear of Making Mistakes During Exam

- a. Item 4 (*Do you feel anxious when you make a mistake in an exam?*)

From the 12 answers of students who experienced anxiety when speaking English, the researcher concluded that students feel anxious when they make mistakes on a test, while the 8 answers of students who experience relaxed when speaking English, the researcher concluded

that they sometimes feel anxious when they make mistakes on exams. The following is an example of a statement said by students who experience anxiety and who are relaxed while talking;

“Yes, I feel anxious, because if I make a mistake during the exam, I won't be able to meet my expectations or those of others.” Said Galang one of the students who experienced anxiety when speaking English in public.

“Sometimes I feel anxious when I make mistakes on exams.” Said Zahra one of the students who experienced relaxed when talking.

b. Item 5 (*What strategies do you use in reducing the anxiety?*)

From the 12 answers of students who experienced anxiety when speaking English, we can conclude that The strategy that will be used to overcome anxiety is to find motivation so that in the future it will be better, while the 8 answers of students who experience relaxed when speaking English the researcher can conclude that they always pray and think positively to overcome their anxiety. The following is an example of a statement said by students who experienced anxiety and who are relaxed while talking;

“I will look for motivation and prepare more so that I can be better in the future.” Said Brima one of the students who experienced anxiety when speaking English in public.

“For me, Sis, pray and take a deep breath before doing anything.” Said Salwa one of the students who experienced relaxed when talking.

3. *Fear of Negative Evaluation*

- a. Item 6 (*Do you feel anxious if someone judges your speaking performance?*)

From the 12 answers of students who experienced anxiety when speaking English, the researcher concluded that they are afraid of being judged on speaking performance because they feel intimidated by the mistakes they make, while the 8 answers of students who experience relaxed when speaking English we can conclude that they actually respond to this as an assessment of their performance to make good performance for the future. The following is an example of a statement said by students who experienced anxiety and who are relaxed while talking;

“Of course, because I felt bullied, that's one thing that made me feel anxious but I started to change that.” Said Intan

“No, in fact, having assessment like that will motivate me to do better in the future.” Said Zahra

- b. Item 7 (*Are you going to avoid negative comments from other people about speaking performance?*)

From the 12 answers of students who experienced anxiety when speaking English, the researcher concluded that they will avoid as explained in question number six that they are afraid of being intimidated so they avoid negative comments so they don't feel anxious, while the 8 answers of students who experience relaxed when speaking English we can conclude that they will deal with such comments. The

following is an example of a statement said by students who experienced anxiety and who are relaxed while talking;

“Of course I will avoid it so I don't experience excessive anxiety.”

Said Brima

“No, I will deal with it.” Said Salwa

c. Item 8 (*Do you have negative thoughts about people you just met?*)

From the 12 answers of students who experienced anxiety when speaking English, the researcher concluded that they sometimes have negative thoughts about people they just met, while the 8 answers of students who experienced relaxed when speaking English the researcher can conclude that they They don't have negative thoughts about people they just met. The following is an example of a statement said by students who experienced anxiety and who are relaxed while talking;

“Yes, sometimes I have negative thoughts about people I just met because I'm afraid of being ridiculed.” Said Devita

“No, I never have negative thoughts about people I just met.” Said

Nadita

3. How do the Student Used Coping Strategies to Overcome Their Speaking Anxiety

Based on the interviews that have been held by researcher that there are some answers from students who have been interviewed by researcher. The following are questions and the students answer;

a. Item 1 (*Do you feel anxious (fear) when speaking in public?*)

Based on the interviews that have been carried out, there are some who experience anxiety when speaking English in public and some who do not experience anxiety when speaking in public. Based on the results of the interviews, we can conclude that those who experience anxiety when speaking in public are students with an anxiety level, while those who do not experience anxiety are students with a relaxed level. The following are the different answers between students with an anxiety level and students with a relaxed level;

"Yes, sometimes, but it can still be minimized." Said student anxiety level

"No, I don't feel anxious when speaking in public." Said students relaxed level

b. Item 2 (*Do you want to reduce your speaking anxiety?*)

Based on the results of interviews that have been conducted, all students want to reduce the anxiety they experience, both students who experience anxiety levels and students who experience relaxed levels. Because even though some students experience a relaxed level they also often feel anxious when speaking English even though they can handle it, they want to reduce it so that the anxiety that often arises does not arise again. The following is an example of the students' answers;

"Of course, I want to reduce my public speaking anxiety."

c. Item 3 (*How do you deal with anxiety when speaking in public?*)

Based on the results of interviews that have been conducted by researcher that the way students deal with anxiety is almost similar to each

individual, by calming themselves down before talking, thinking positively that they can get through the anxiety they experience, and also ignoring the audience. Those are some of the ways they use to overcome the anxiety they experience. Here are students' answers to the questions asked by the researcher;

"Think positive, stay calm, and don't care too much about the audience"

- d. Item 4 (*When you are dealing with anxiety, will you confide in your friends, both at school and outside of school?*)

Based on the results of interviews conducted by researcher, when students overcome anxiety they will tell their friends about the problem because they hope to get motivation that can make them reduce the anxiety they experience but there are some of them who can handle their anxiety by themselves. However, most of them share their anxiety with their close friends. Here are the students' answers to the questions the researcher asked;

"Sometimes I tell them and sometimes I don't."

"Yes, I will tell it to my close friends."

- e. Item 5 (*What do you expect from your friend when you talk to them?*)

Based on the results of interviews that have been conducted by researcher about the expectations are expected from their friends when students tell about the anxiety they experience, that students hope to get good advice or advice to overcome the anxiety they experience and get motivation from friends so that they can overcome the anxiety they

experience in the future. Here are the students' answers to the questions asked by the interviewer;

"Getting advice to get rid of anxiety and getting motivation so I can get rid of the anxiety I'm experiencing."

- f. Item 6 (*What help did your friends give when they found out about your anxiety?*)

Based on the results of interviews conducted by researcher about what help friends give when they find anxiety, researcher found that the help given by their friends is in the form of advice and motivation that makes them feel calm and can reduce their anxiety. Here are answers from students regarding the questions the interviewer asked;

"Give me advice and motivation that can calm me down."

- g. Item 7 (*Have you ever felt angry after what you experienced (public speaking anxiety)?*)

Based on the results of interviews conducted by researcher, some students have felt anger after what they experienced but they feel more disappointed when they make mistakes while speaking English but some of them are also aware of the anxiety experienced so as not to make them feel angry about things that have happened before. Here are the students' answers to the questions above;

"Yes, I have but I feel more disappointed when I make mistakes while speaking."

"Never because I realized that."

- h. Item 8 (*Have you ever hit anything around after what you experienced (public speaking anxiety)?*)

Based on the results of interviews conducted by researcher, regarding the question of whether students ever hit objects around when they experience anxiety while speaking English, they firmly answered "no" because students prefer to be silent when they are angry and never vent their anger by hitting objects around them or hurting themselves. The following are the answers given by students when answering the interview questions conducted;

"No, because when I'm angry I prefer to be silent."

- i. Item 9 (*How would you describe the feeling of anxiety experienced when speaking in public?*)

Based on the results of interviews that have been conducted by researcher regarding the above questions, that most of the students still experience anxiety in speaking and they often describe feelings that they experience putting on a scared face and also feel nervous accompanied by cold heat when asked to speak English in public. Such feelings are not only experienced by anxiety level students, sometimes relaxed level students also experience such a thing. Here are the answers given by the students;

"Usually I'm nervous and get into a cold sweat."

"Usually I show a worried face."

- j. Item 10 (*Are you going to focus on other activities that don't make you feel anxious?*)

Based on the question above, the researcher asked "will students look for other activities that do not make them feel anxious?". Based on the results of interviews conducted by researcher that students will look for other activities, that do not make them feel anxious, that make them calm in undergoing such activities. And it's one way they can reduce the anxiety they experience. Here is an example of an answer given by the students;

"Yes, I will look for other activities that don't make me feel anxious."

k. Item 11 (*What makes you feel anxious when you speak in public?*)

Based on the questions above, researcher asked about what makes them feel anxious when speaking in public. Based on the results of interviews conducted by researcher that students experience anxiety when they speak in public and are seen by many people make them feel nervous later. The material that had been prepared could forget because they felt nervous and embarrassed when seen by many people. They are afraid of making mistakes while speaking and being laughed at by the audience watching. Here is an example of an answer given by the students;

"Seeing a lot of people can make me nervous and forget about the material that I want to convey."

l. Item 12 (*Then, will you avoid the problem or deal with it?*)

The above question is still ongoing in the previous question (in item 11), asking whether they will overcome it or even avoid the problem that is causing them anxiety. Based on the results of interviews that have been

conducted by researcher that students will face these problems with more material and mental preparation before speaking the language English and public speaking, because such problems are used as learning. Here are the answers the students gave;

“Of course, I will deal with it with more practice before I advance.”

m. Item 13 (*How do you manage anxiety and stress when faced with challenging situations, such as public speaking?*)

Based on the results of interviews that researcher have conducted about how students manage their anxiety when they experience challenging situations such as public speaking. Every student must have their own way to manage the anxiety they experience, one way that international class students do is to breathe when you want to do activities that make them anxious, pray, and also think positively that they can do it. Here are the answers given by students regarding the question above:

“By sighing, praying and thinking positively that I can get through it.”

n. Item 14 (*How do you motivate yourself when you feel anxious in a challenging situation?*)

Based on the results of interviews that researcher have conducted about how students motivate themselves when they feel anxious in challenging situations. Every student must have their own way to motivate themselves when experiencing anxiety, one way that international class students do is by Convince themselves that they can get past the anxiety

they are experiencing. Here are the answers given by students regarding the question above:

“It's more about convincing myself that I can do it.”

- o. Item 15 (*What do you do when you are bothered by the anxiety and stress you are experiencing?*)

Based on the results of interviews that researcher have conducted about what they will do when they feel disturbed by the anxiety they experience. Every student must have their own way to be able to reduce the anxiety they experience, especially when they feel disturbed by the feelings of anxiety they experience. From the answers of the students who were the speakers in the interviews that took place, they had two different answers including; Some of them choose to continue to practice speaking in front of their friends so that in the future they can be better, and there are also those who choose to tell it to their closest friends get advice or motivation from his friends. Here are the students' answers to the questions above:

“Practice speaking in front of friends.”

“I will tell stories and ask friends for advice.”

- p. Item 16 (*Would you seek help or take concrete steps to address the problem?*)

Based on the results of interviews that researcher have conducted about whether they will ask their friends for help or they will take concrete steps to overcome the problem. Every student must have their own way to overcome their problems, especially in overcoming the anxiety they

experience. From the answers of the students who were the speakers in the interviews that took place, they had two different answers including; some of them choose to solve their own problems by taking more concrete steps for the future, and there are also those who choose to ask their closest friends for help. Get advice or motivation from friends, with it can overcome the anxiety he experienced. Here are the students' answers to the questions above:

“Made the decision to go it alone.”

“I will seek the help of friends so that my anxiety can be reduced.”

- q. Item 17 (*Do you think the anxiety you are experiencing now is a lesson for yourself in the future? Why?*)

Based on the results of interviews that have been conducted by researcher about their opinions about the anxiety they experienced. From the answers of the students who were interviewees at the interview, they agreed that the anxiety they experienced was a lesson for themselves to overcome the anxiety they experience later in life. Here are the students' answers to the questions above:

“Yes, that's very true, because the anxiety we experience can be a lesson for ourselves to reduce anxiety in the future.”

Based on the results of the interviews above, to reduce the occurrence of anxiety that students may experience when speaking, the answers from students who experience anxiety and those who are relaxed

about anxiety are not much different and they have also suggested and carried out several activities to overcome their anxiety:

The most important thing for students to do is to change their mindset or negative thoughts about speaking. Students often think negatively before or when speaking, such as fear of being laughed at, feeling inadequate, afraid of making mistakes, etc. Thought is the main foundation that influences a person's actions. Therefore, if we want to look good, think well. Students believe that a necessary step to reduce anxiety is to change negative thinking patterns into positive ones. Students must stop feeling inferior, compare themselves with others, stop bad possibilities that haven't happened yet, stop considering talking as something scary. In addition, one of the respondents said that if there were comments about their speech, they would use it as motivation so that the future would be much better than before. In addition, not a few of the students were afraid before trying to speak. They find speaking difficult; in fact they used to judge themselves as incompetent. We will never know the extent of our English skills before we try to use or practice our English skills. Maybe the first step is the most difficult for us, but it will be more difficult in the future if we never try to speak up. So, the students must be brave to speak. We are able to discover the extent of our capabilities and begin to develop and correct any deficiencies.

The next recommended step is to seek motivation from other people who are more experienced or your close friends who can give you advice. Many of the students asked for help or told their problems that they

were worried when they spoke English. Indeed, sometimes the support from the people around us can make us reduce the anxiety that students experience because with the support from their friends, students are more confident that someone always believes in their abilities. This part is often underestimated but actually it is very influential on their psychology.

C. Discussion

This part discusses the findings above covering: students' level speaking anxiety, factors causing speaking anxiety, coping strategies used to overcome speaking anxiety.

1. Students' Level Speaking Anxiety

This study aims to determine the level of students' speaking anxiety, the causes of students' speaking anxiety, and the coping strategies used to reduce students' speaking anxiety. In this section, the researcher will discuss the students' level speaking anxiety that have been carried out by researcher.

Based on Oetting's Scale the levels of anxiety can be categorized into five levels; very anxious, anxious, mildly anxious, relaxed, and very relaxed.⁵⁹

a. Very Anxious Level

Very anxious is the highest level of anxiety. Based on the Oetting's Scale, the range for this level is from 120-to 144.

b. Anxious Level

This is the second high level of speaking anxiety. The range for this level is from 96-to 119.

⁵⁹ E.R. Oetting, *Manual: Oetting's Computer Anxiety Scale (COMPAS)*. Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University,1983).

c. Mildly Anxious

This is the middle level of speaking anxiety. Based on Oetting's Scale the range for this level is from 72-to 95.

d. Relaxed

Based on Oetting's Scale the range for this level is from 48-to 71.⁶⁰ The students at this level felt relaxed and calm when they have to deliver a speech in front of the class.

e. Very Relaxed

This is the lowest rank of speaking anxiety level. Based on Oetting's Scale the range for this level is from 24-to 47.

In order to make it easy for readers to understand the results of the students' opinions, the writer makes a summary based on the category of anxiety levels in speaking.

Table 4.19 The Result of Level Speaking Anxiety

Score of students speaking anxiety	Category of level speaking anxiety	Result
120-144	Very anxious level	-
96-119	Anxious level	12 respondent (33,3%)
72-95	Middly anxious	16 respondent (44,4%)
48-71	Relaxed	8 respondent (22,2%)
24-47	Very relaxed	-

Based on the results of the level of speaking anxiety questionnaire conducted by the researcher, the researcher found the level of speaking

⁶⁰ E.R. Oetting, "Manual: Oetting's Computer Anxiety Scale (COMPAS)". Ft. Collins: Tri-Ethic Center for Prevention Research. (Colorado State University, 1983), 29.

anxiety based on the category as explained in table 4.19 that no respondent got a score between 120-144 which means that no respondent experienced a very anxious level, then 12 respondents got a score between 96-119 which means that there were 12 students who experienced an anxious level where students felt anxious when speaking but were not excessively anxious, then 16 respondents who got a score between 72-95 which means that there were 16 students who experienced a mildly anxious level where students do not really feel anxious when speaking English but sometimes or at certain times they can feel anxious, then 8 respondents get a score between 48-71 which means that 8 students feel relaxed when they speak English, then 0 respondent who get a score between 24-47 which means that there are no students who experience very relaxed in speaking English.

This study found that most of the international class students at SMAN 3 Ponorogo still had high levels of anxiety, and students with low levels of anxiety were in the minority. Then, from the results of the interviews it is known that not only do students who have high anxiety always experience nervousness when speaking, students who have low anxiety also experience it.

2. Factor Causing Speaking Anxiety

The first case discussed in the findings is the cause of students' speaking anxiety. The results of the study show that there are three causes that make students experience anxiety. Researcher found that they felt embarrassed to be seen by many people and also felt afraid of being wrong in speaking,

worried about negative comments from other people when they made mistakes, and also worried when they made mistakes during exams.

Fear of misinterpretation or fear of communicating is a common factor for students that can cause anxiety to speak. This factor is related to students' fear of misunderstandings that may occur when speaking English, both misunderstandings when expressing information and when capturing information. This fear of speaking makes them nervous and can lead to mistakes when speaking which can lead to negative comments by other people. This is in accordance with Horwitz's theory put forward in the first point about communication apprehension, namely communication anxiety dealing with students' fears in terms of communication. Their fear arises because they feel unable to understand the information presented and also cannot convey information clearly when communicating. It is characterized by the appearance of shame and fear of communicating with other people.⁶¹

The next factor is the fear of making mistakes on exams, be it during appearances or exams. Usually they have a bad experience when they take the exam which makes them feel anxious about the mistakes that will be made during the exam, making them not confident about the exam they have done. This is also in accordance with Horwitz's theory which is explained in the second point, namely this kind of anxiety is associated with academic evaluation, which is the worry that one may perform poorly or fail an exam. This form of anxiety typically affects students who have had negative test-taking experiences in the past, which makes them feel insecure and makes

⁶¹ Horwitz, E. K., Horwitz, M. B., & Cope, J. 1986. "Foreign Language Classroom Anxiety". *The Modern language journal*, 70(2), 125-132.

them worry that they will fail the current test. However, this can happen to any student.⁶²

The last factor is a factor that is experienced by many students, anxious about negative comments related to their appearance when speaking English. When they speak English, especially when they are asked to speak in public, they are afraid of comments, criticism, and evaluation from those around them about their appearance. This factor is very influential on the psychology of students, every time they want to do something they become not confident in their abilities. This is also in line with Horwitz's theory on the second point where Fear of negative social evaluation is related to students' fear of negative opinions and views from those around them. This sort of anxiety affects a range of other social evaluation situations, such as job interviews and speaking in front of the class. It is more common than the test anxiety situation.

3. Coping Strategies Used by the Students to Overcome Speaking Anxiety

The second case discussed in the finding was the coping strategies to reduce students' speaking anxiety. Based on the results of the interviews that have been conducted, the researcher found strategies used by the students to reduce their speaking anxiety. The first strategy they do is to pray to their respective gods, because for them prayer is the key to smooth things when they want to do something, then the second strategy is to always calm themselves by thinking positively, by always thinking that they can pass the worries they have. experience. The next strategy is to ask for help from people

⁶² Horwitz, E. K., Horwitz, M. B., & Cope, J. 1986. "Foreign Language Classroom Anxiety". *The Modern language journal*, 70(2), 125-132.

who are more experienced or friends, in accordance with what the respondents said that this strategy of asking for help can be used for them to practice or prepare themselves before they speak English, asking for help from friends as if friends are the audience and we are the speakers. Not only that, students often ask for motivation and advice from their friends so that they are more confident when speaking English.

This is in line with Richard Lazarus' theory which explains coping strategies. Richard Lazarus divided coping strategies into two forms, namely *problem-focused coping* and *emotion-focused coping*.⁶³ From the results of the interviews that have been conducted, most of students used *problem focused coping* than *emotion focused coping* to reduce their speaking anxiety. Many of them need support from the people around them, which is explained in Lazarus' theory, a strategy like this is classified as *seeking social support*, which is a type of *problem-focused coping* strategy. There are some students who use *emotion focused coping* strategies in which they always think positively and pray to reduce the anxiety they experience, such strategies include *positive reappraisals* which are a part of *emotion focused coping*.

⁶³ Lazarus, R.S & Folkman, S. *Stress appraisal and coping*. Newyork : Springer Publishing Company.Inc. (1984), 115-120.

CHAPTER V

CLOSING

A. Conclusion

Based on the data described in chapter IV, it can be seen that some international students at SMAN 3 Ponorogo experience speaking anxiety, which is around 0% who experience a very high level of anxiety, meaning that there are no students who experience excessive anxiety in speaking English, then around 33.3% experienced a high level of anxiety, 44.4% experienced moderate anxiety which meant that they did not experience too much anxiety in speaking English and around 22.2% experienced relaxation which meant students were not afraid and felt anxious when speaking English.

Based on the results of the interviews, the authors concluded that several factors caused students' speaking anxiety: *first*, communication apprehension; *second*, fear of negative evaluation (negative comments); *third*, fear of making mistakes during the exam.

According to this finding, the researcher infers that students' negative assumptions were a major factor in the majority of speaking anxiety causes. As a result, it was determined that the main cause of students' speaking anxiety was their negative perceptions about speaking. The author then draws conclusions about what coping strategies are mostly used by international class students to overcome their speaking anxiety. They use *problem-focused coping* to overcome the anxiety they experience.

B. Suggestions

After getting the research results in this study, the researcher wants to provide some suggestions as follows:

1. For the students

In order to effectively manage their anxiety, students must be aware of the magnitude of their anxiety, and students can use a variety of strategies or techniques suggested by the author or other researcher for overcoming anxiety.

2. For the teachers

Teachers need to be aware of the numerous triggers for kids' anxiety so they may figure out how to deal with them and steer clear of them. Additionally, the teacher must provide students the time and chance to demonstrate their speaking skills as well as support students in overcoming their anxiety, creating their confidence, and creating an environment where they feel comfortable and at ease when speaking.

3. For the readers

The researcher advises more investigation into the factors that contribute to anxiety and a different perspective, such as the student's background, the learning environment, and the technique of instruction.

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