

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Results

This research was conducted to find out the level of students' anxiety, the factors that cause anxiety and also to find out strategies to reduce the anxiety felt by students when speaking in front of the class. In this study, the researcher used a descriptive qualitative method to analyse the factors of anxiety or the level of anxiety and also strategies to reduce students' anxiety. There were 17 students from the eighth grade of MTs NU K who participated in this study. The researcher was collected through questionnaires and interviews.

1. The Level of Speaking Anxiety Experience

This study used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire to get students' specific knowledge about speaking anxiety in English. This questionnaire was adopted from Horwitz, Horwitz & Cope which assesses learners' anxiety levels during English language learning in class. The FLCAS contains 33 questions about how anxious foreign language learners are in class. The table below shows the results of students' responses to the questionnaire.

The following table presents the results of students' responses to the Foreign Language Classroom Anxiety Scale (FLCAS) statements.

Table 4.2
Summary of students' responses

No	Name	Positive Statement				Negative Statement			
		SA	A	D	SD	SA	A	D	SD
1	AM	3	3	1	2	11	8	2	3
2	AK	1	1	2	5	9	13	2	-
3	AZ	2	2	3	2	9	11	2	2
4	AR	1	3	4	1	10	5	8	1
5	CA	3	6	-	-	2	8	14	-
6	FB	2	3	4	-	12	9	1	2
7	HK	-	5	3	1	1	9	13	1
8	IK	-	3	6	-	1	18	5	-
9	MH	2	1	5	1	9	12	2	1
10	MI	4	1	1	3	14	5	2	3
11	MIN	2	2	3	2	11	8	3	2
12	MN	1	4	4	-	14	6	4	-
13	NA	2	4	1	2	11	11	1	1
14	NR	2	4	2	1	2	8	8	6
15	SAY	-	2	7	-	4	15	5	-
16	TFR	1	1	2	5	9	13	2	-
17	SA	2	3	1	3	8	14	1	1
	Total	29	48	49	28	137	173	75	23

Description in the table

SA: Strong Agree

D : Disagree

A: Agree

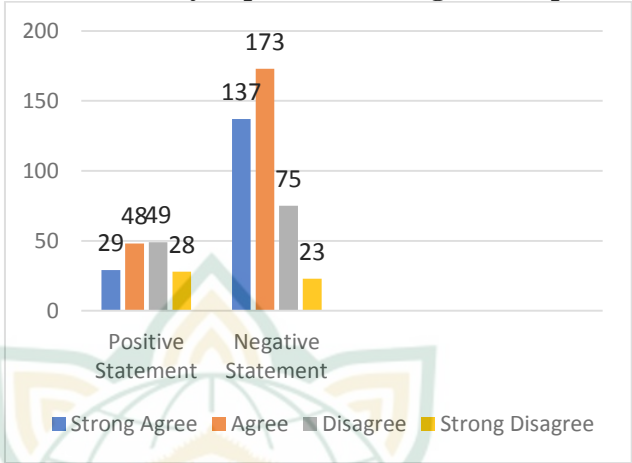
SD :Strong

Disagree

To make it easier for readers to understand student responses, researcher summarised the results of the study and divided them into positive and negative responses. Positive statements are found in numbers 2,5,8,11,14,18,22,28 and 32. Meanwhile, the negative statements are found in statements 1, 1,3,4,6,7,9,10,12,13,15,16,17,19,20,21,23,24,25,26,27 ,29,30,31, and 33.

To facilitate understanding of student responses, the researcher summarised the results of the study and divided them into positive and negative responses in the graph below:

Figure 4.1
Summary of positive and negative responses



The description of student responses to positive and negative statements in the form of diagrams and the number of student percentages in response to positive and negative statements is below:

Figure 4.2
Percentage of positive statements

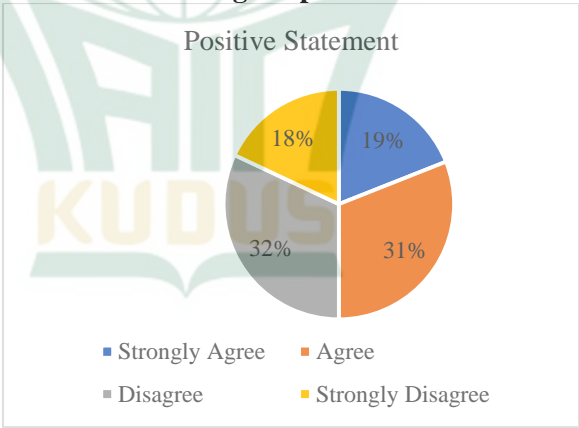
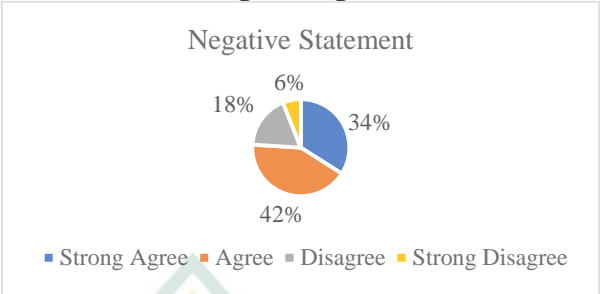


Figure 4.3
Percentage of negative statements



Based on the diagram above, the researcher found that the positive statement had the highest percentage of "disagree" with 49 responses, or 32%, and the lowest percentage was "strongly disagree" with 28 responses, or 18%. Negative statements have the highest percentage of "agree" with 137 or 42% of responses, and the lowest percentage of "strongly disagree" with 23 or 6% of responses.

To determine the students' anxiety level during the speaking performance, the researcher scored and categorized each student based on their answers in the FLCAS questionnaire.

The table below shows the results of assessing the level of anxiety felt by students through questionnaires and categorizing student anxiety:

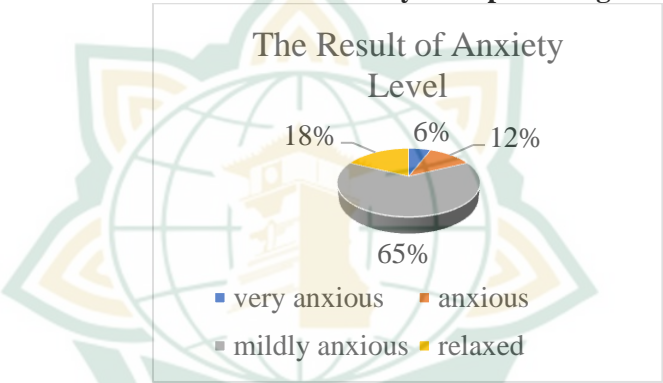
Table 4.3
Anxiety Assessment and Categorisation

Range	Level	Frequency	Precentage
124-165	Very Anxious	1	6%
108-123	Anxious	2	12%
87-107	Mildly Anxious	11	65%
66-86	Relaxed	3	18%
33-65	Very Relaxed	0	0
Total=N		17	100%

Based on the table above, the research categorized the level of anxiety; there was one participant who felt very anxious, two participants who felt anxious, eleven participants who felt mildly anxious, and three participants who felt relaxed. Researcher did not find participants who felt very relaxed.

The pie chart below presents the following percentage of anxiety levels:

Figure 4.4
Results of anxiety level percentage



The table and diagram above show that students get different levels of anxiety. In speaking out of 17 students, one student (6%) is at a very anxious level, two students (12%) are at an anxious level, eleven students (65%) are at a mildly anxious level, and three students (18%) are at a relaxed level. It can be concluded that most students are at a mild level of anxiety.

The interview questions from five participants were about the level of anxiety felt by students and students answered the questions according to what they felt. The question is about "How do you feel if you speak English in front of the class?", and below are the results of student answers.

TFR stated that "I sometimes lack confidence, which makes me nervous and nervous when I go in front of

the class because I consider myself less good than my other friends, yes, so... I just lack confidence”.¹

NR stated that “I was scared and nervous kak, because there were so many people watching me that I sometimes forgot what I was saying, so I was sweating and my body was stiff sis”.²

HK stated that “I was very nervous when my teacher asked me to come to the front of the class, because I felt that I lacked vocabulary, so I was afraid to speak in front of the class”.³

CA stated that “I was so afraid, I didn't want to take part in English lessons and I was shaking, nervous and sweating a lot, if I was asked to speak English in front of the class”.⁴

AK stated that “usually, anxiety is definitely there but I can control it well, I before going to school at night I study at home, I make preparations in advance by talking in front of the mirror myself and recording my voice so that I know where my mistakes and I feel nervous and sweaty when going in front of the class, I control it by relaxing first before going forward so that I am less calm and brave to go in front of the class”.⁵

The results of the interview above can be concluded that there are high and medium levels of student anxiety, so it depends on each student what they feel when they come forward in front of the class.

2. The Factors Cause Students' Anxiety in Speaking English

The study used questionnaires filled out by 17 students and interviews that answered the students' opinions. The factors that cause anxiety are from the highest presentation of each component in speaking anxiety to determine the anxiety most often experienced by students when speaking English. Based on the questionnaire, the anxiety that

¹ TFR, interviewed by researcher, November 05, 2023, transcript

² NR, interviewed by researcher, November 05, 2023, transcript

³ HR, interviewed by researcher, November 05, 2023, transcript

⁴ CA, interviewed by researcher, November 05, 2023, transcript

⁵ AK, interviewed by researcher, November 05, 2023, transcript

participants often experience is anxious, relaxed, mildly anxious, and very anxious, with only one respondent. Horwitz et al. classified foreign language anxiety into three categories, namely communication apprehension, fear of negative evaluation, and test anxiety. The following are the factors of speaking anxiety, which were determined from the results of the questionnaire and interviews:

a. Communication Apprehension

Table 4.4
Percentage of Communication Apprehension

No	The statement	Percentage of Communication							
		SA	%	A	%	D	%	SD	%
1	I never feel confident in myself when I speak English in class.	13	76%	2	12%	2	12%	-	-
9	I panic when I speak without preparation in front of the class during English lessons	9	52%	7	42%	1	6%	-	-
14	I will not be nervous about speaking a foreign language with foreigners.	7	41%	4	24%	4	24%	2	11 %
18	I feel confident when speaking in front of the class, during English lessons.	1	6%	4	24%	7	41%	5	29 %
24	I feel clumsy when speaking a foreign language in front of other students.	9	52%	4	24%	3	18%	1	6 %

27	I get nervous and confused when I speak in front of the class during English lessons.	8	47%	7	41%	2	12%	-	-
29	I get nervous when I don't understand every word the English teacher says.	8	47%	6	35%	2	12%	1	6 %
32	I feel comfortable around foreigners who speak English.	1	5%	6	35%	5	30%	5	30 %

Based on the table above below The personality of students who are shy, quiet, and also timid tends to characterize communication apprehension. This can cause students anxiety when speaking in front of the class, making it uncomfortable to learn in class.

Researcher found that the findings of students who filled out the questionnaire showed a figure that reached 50%. From number 1, there was 76%, "I never feel confident in myself when I speak English in class."

CA stated that "I sometimes cannot be confident which makes me anxious when called by the teacher to come forward to the class because of the lack of vocabulary that I have, so I cannot understand the lesson and have difficulty working on the questions well"⁶

In number 9, there was 52% "I start to panic when I speak unprepared in front of the class during English lessons."

AK stated "if I am called by the teacher spontaneously, I panic, and in front of the class I become nervous, nervous too, afraid of making mistakes".⁷

⁶ CA, interviewed by researcher, November 05, 2023, transcript

⁷ AK, interviewed by researcher, November 05, 2023, transcript

In number 24 there are 52% "I feel awkward when speaking a foreign language in front of other students"

HK stated "I am not used to speaking in front of the class so I feel strange and my speech feels stiff or difficult to pronounce the words that I will convey".⁸

Fear of Negative Evaluation

Table 4.5
Percentage of Fear of Negative evaluation

No	The statements	Percentage of Fear of Negative Evaluation							
		SA	%	A	%	D	%	SD	%
2	I don't worry about making mistakes when speaking English in English lessons.	-	-	4	24%	10	58%	3	18%
8	I'm usually in trouble during tests in English class.	3	18%	10	58%	2	12%	2	12%
10	I was worried about the consequences of failing the English subject.	2	12%	12	70%	3	18%	-	-
19	I was afraid of my English teacher when I corrected my mistakes.	4	24%	7	41%	6	35%	-	-
21	The more I studied for the English test, the more	7	41%	6	35%	3	18%	1	6%

⁸ NK, interviewed by researcher, November 05, 2023, transcript

	confused I became.								
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Based on the table above that In the questionnaire results, none of them is greater than 50% but the highest one reaches 41% in number 21 with 7 respondents. "The more I study for the English test, the more confused I get"
NR stated "I have a headache learning English because there are so many things to learn"⁹

b. Test Anxiety

Table 4.6
Percentage of Test Anxiety

No	The statements	Percentage of Test Anxiety							
		SA	%	A	%	D	%	SD	%
3	I trembled when I knew I was called to come to the front of the class in English.	4	24%	11	64%	2	12%	-	-
7	I always thought that other students were better at English than me.	4	24%	10	58%	2	12%	1	6%
13	I am shy to give wrong answers in English subjects.	6	35%	8	47%	3	18%	-	-
15	I get upset when I don't understand what the teacher corrects.	1	5%	7	42%	7	42%	2	11%
20	I could feel my heart pounding when I was about to be called to the front of the class.	10	58%	4	24%	3	18%	-	-

⁹ NA, interviewed by researcher, November 05, 2023, transcript

23	I don't feel pressurised to prepare well for English subjects	3	18%	12	70%	1	6%	1	6%
25	English lessons move so fast that I'm worried I'll miss out.	1	6%	9	52%	3	18%	4	24%
31	I am afraid that other students will laugh at me when I speak English.	11	64%	2	12%	3	18%	1	6%
33	I feel nervous when my English teacher asks questions that I haven't prepared to answer.	5	30%	11	64%	1	6%	-	-

Based on the table above that The number that reached 50% was number 31 which reached 64% "I am afraid that other students will laugh at me when I speak English".

TFR stated "I sometimes get confused about the pronunciation of English words when I go in front of the class, my friends all laugh at me, I'm shy because I made a mistake."¹⁰

Can be concluded that the aspects that disturbed the participants the most in English classes were speaking English in front of the class and the teacher's unclear explanations. They also expressed their worries about being ridiculed by peers for making mistakes. Participants also answered that when they were nervous and anxious because they did not know many subjects and the subject matter was complicated. However, they also stated they felt anxious because of poor grammar and vocabulary. They also said that other students were better than them. In addition, the participants also stated that the teacher's fast-paced explanations and forcing practice

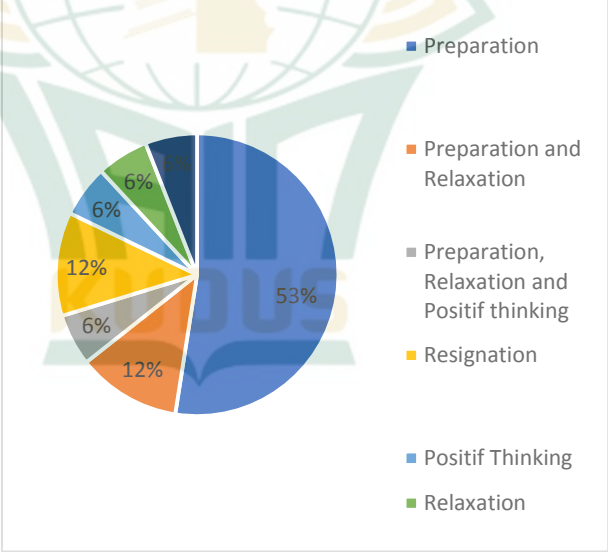
¹⁰ TFR, interviewed by researcher, November 05, 2023, transcript

methods made students anxious when learning in class. They also said that they would like more comfortable learning methods, such as group learning, and more time to digest the lessons they learned to make them more understandable.

3. **The Strategies To Reduce Anxiety Of Students Speaking English.**

In this study, there is a questionnaire that has been answered by 17 respondents regarding strategies to reduce student anxiety when speaking English in front of the class. According to Kondo and Ling, The strategies to reduce anxiety are preparation, relaxation, positive thinking, Seeking peers to study together, and resignation. The percentage of strategies used by these students can be seen in the diagram below:

Figure 4.5
Percentage of strategies to reduce English speaking anxiety



Based on the diagram above shows the percentage in the selection of strategies used by respondents: 9 (53%) respondents chose preparation, 2 (12%) respondents chose preparation and relaxation, 1 (6%) respondent chose preparation, relaxation, and positive thinking, 2 respondents (12%) chose

resignation, 1 respondent (6%) chose positive thinking, 1 respondent (6%) chose relaxation, and finally there was 1 respondent (6%) chose everything (preparation, relaxation, positive thinking, finding peers and resignation) to reduce students' anxiety when speaking English before going in front of the class. The researcher found that the strategy often used by respondents was preparation, and the researcher also did not find Seeking peers to study together in this study. As for students' statements when interviewed about "Why did you choose this strategy to reduce your anxiety?"

One of students, **TFR** chose the "preparation" strategy, stating, "because before going forward, I have to practice first so that I can prepare the material and reduce my fear of going forward."¹¹ The other student, **NR** chose the "Positive thinking" strategy, stating that "because to reduce anxiety when speaking English in front of the class by believing in yourself so that you can still be able, if teased by friends just take the lessons, then keep trying and learning."¹² Next, **HK** chose the "Relaxation" strategy, stating that "because relaxation can reduce my nervousness when speaking English in front of the class."¹³ In line with that, **CA** chose the "Resignation" strategy, stating, "because I was nervous, I couldn't do it, I was lazy, I was sleepy, and it was better to give up."¹⁴ The difference is given by **AK** chose the strategy of "Preparation and relaxation," stating that "because preparation and relaxation are the right way to overcome anxiety when going to the front of the class to speak English."¹⁵

¹¹ TFR, interviewed by researcher, November 05, 2023, transcript

¹² NA, interviewed by researcher, November 05, 2023, transcript

¹³ IK, interviewed by researcher, November 05, 2023, transcript

¹⁴ SA, interviewed by researcher, November 05, 2023, transcript

¹⁵ AK, interviewed by researcher, November 05, 2023, transcript

B. Discussion

This section discussed the research findings, the factors that cause student anxiety, and strategies to reduce student anxiety. Then, the researcher discussed the results of the questionnaires filled out by students and the results of interviews answered according to students' opinions. The students mentioned factors that cause them to feel anxious and strategies to reduce anxiety. The study also found that the factors that can cause student anxiety are personal and interpersonal anxiety, interaction between teacher and students, and learning activities in class. Based on the findings, the factors that cause anxiety and strategies to reduce anxiety will be discussed below:

1. Students' level of speaking anxiety.

Based on the 33 statements in the FLCAS questionnaire developed by Horwitz, there was a wide range of responses from all participants.¹⁶ The researcher found that 17 students had different levels of anxiety in speaking. There was 1 student at the "very anxious" level. 2 students were at the "anxious" level. 11 students were at the "mildly anxious" level. 3 students were at the "relaxed" level. The researcher found that no participants were at the "very relaxed" level in this study.

As for the majority of students show anxiety levels at high and medium levels (mildly anxious and relaxed). This means that students have problems in reducing anxiety. Only 3 students are at a relaxed level. In the data above, it can also be seen that most students experience normal anxiety, and 6% of them are very anxious in severe anxiety. High anxiety is a belief that makes them feel threatened by their environment. The characteristics of people who experience high anxiety are always wanting to be free, being restless, being very anxious, poor eye contact, confusion, trembling, sweaty palms, stiffness, and feeling nervous about speaking.

The question posed by the researcher to the interview participants regarding "How do you feel if you speak English in front of the class?" and below are the results of the students' answers according to what they feel.

TFR stated that "I sometimes lack confidence, which makes me nervous and nervous when I go in front of the class

¹⁶ Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.

because I consider myself less good than my other friends, yes, so... I just lack confidence”.

NR stated that “I was scared and nervous kak, because there were so many people watching me that I sometimes forgot what I was saying, so I was sweating and my body was stiff sis”.

HK stated that “I was very nervous when my teacher asked me to come to the front of the class, because I felt that I lacked vocabulary, so I was afraid to speak in front of the class”.

CA stated that “I was so afraid, I didn't want to take part in English lessons and I was shaking, nervous and sweating a lot, if I was asked to speak English in front of the class”.

AK stated that “usually, anxiety is definitely there but I can control it well, I before going to school at night I study at home, I make preparations in advance by talking in front of the mirror myself and recording my voice so that I know where my mistakes and I feel nervous and sweaty when going in front of the class, I control it by relaxing first before going forward so that I am less calm and brave to go in front of the class”.

The results of the interview above that the level of anxiety of each student is different. It depends on what the students feel when they come forward in front of the class. There are those with high levels of anxiety and also moderate levels. This is in line with Horwits and Cope's opinion that there are three levels of anxiety experienced by students, namely high level anxiety, moderate level anxiety and low level anxiety.¹⁷ The high anxiety level is indicated by a score above 131 points. A moderate level of anxiety is indicated by a score between 98-131 points. While the low anxiety level is indicated by a score of 98 points.

2. Factors that cause student anxiety.

The study used questionnaires filled out by 17 students and interviews that answered the students' opinions. The factors that cause anxiety are from the highest presentation of each component in speaking anxiety to determine the anxiety most often experienced by students when speaking English. Based on the questionnaire, the anxiety that participants often

¹⁷ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70.2 (1986): 125-132.

experience is anxious, relaxed, mildly anxious, and very anxious, with only one respondent. Horwitz et al. classified foreign language anxiety into three categories, namely communication apprehension, fear of negative evaluation, and test anxiety.¹⁸ The following are the factors of speaking anxiety, which were determined from the results of the questionnaire and interviews:

a. Communication Apprehension

The personality of students who are shy, quiet, and also timid tends to characterize communication apprehension. This can cause students anxiety when speaking in front of the class, making it uncomfortable to learn in class.

Researcher found that the findings of students who filled out the questionnaire showed a figure that reached 50%. From number 1, there was 76%, "I never feel confident in myself when I speak English in class."

CA stated that "I sometimes cannot be confident which makes me anxious when called by the teacher to come forward to the class because of the lack of vocabulary that I have, so I cannot understand the lesson and have difficulty working on the questions well"

They need more vocabulary to be confident. This can cause student anxiety, so students feel anxious when called by the teacher to speak English in class. According to Liu, a lack of confidence will lead to failure in learning English.¹⁹ So students must have strong confidence so that learning can be achieved and success in learning.

In number 9, there was 52% "I start to panic when I speak unprepared in front of the class during English lessons."

AK stated "if I am called by the teacher spontaneously, I panic, and in front of the class I become nervous, nervous too, afraid of making mistakes".

¹⁸ Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70.2 (1986): 127

¹⁹ Liu, Meihua. "Anxiety in EFL classrooms: Causes and consequences." *TESL reporter* 39 (2006): 20-20.

This is in line with Marwan's opinion that lack of preparation is a major contributor to student anxiety.²⁰ When teacher ask students to come to the front of the class to practice speaking English spontaneously without preparation, it will cause students to feel anxious. It is better if the teacher asks students to practice speaking English in pairs on each student's bench so that students can prepare in front of the class and learn comfortably. According to Liu, one of the factors of anxiety is the fear of making mistakes.²¹ Making mistakes when learning is natural. So teacher and students must respect each other so that learning is comfortable.

In number 24 there are 52% "I feel awkward when speaking a foreign language in front of other students"

HK stated "I am not used to speaking in front of the class so I feel strange and my speech feels stiff or difficult to pronounce the words that I will convey".

In this Communication Apprehension, the anxiety factor arises from the student's personality, who often feels uncomfortable when faced with English subjects. The most important problem is when students are asked to speak English in front of the class, making them not confident, and if the teacher calls students to come forward in front of the class in a single spot. As a result, students feel awkward, strange, stiff, and anxious to come forward in front of the class. This is in line with the opinion of Horwitz et al. that beliefs about language learning also affect students' tension and frustration in the classroom.²²

b. Fear of Negative Evaluation

In the questionnaire results, none of them is greater than 50% but the highest one reaches 41% in number 21 with 7 respondents. "The more I study for the English test, the more confused I get"

²⁰ Marwan, Ardi. "Investigating students' foreign language anxiety." *Malaysian Journal of ELT research* 3.1 (2016): 19.

²¹ Liu, Meihua. "Anxiety in EFL classrooms: Causes and consequences." *TESL reporter* 39 (2006): 20-20.

²² Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign language classroom anxiety." *The Modern language journal* 70.2 (1986): 127

NR stated "I have a headache learning English because there are so many things to learn"

The number of English lessons that are divided into several parts makes students tired of learning, which sometimes makes students afraid of the scores they get and other people's judgments about them if they get bad test scores. According to Liu, one of the factors of anxiety is negative evaluation from other people, teacher or peers.²³ Sometimes anxiety arises from the students, such as the assumption that speaking subjects are difficult, thus making students reluctant and lazy to learn again. So, students should ignore the judgement of others.

c. Test Anxiety

The number that reached 50% was number 31 which reached 64% "I am afraid that other students will laugh at me when I speak English".

TFR stated "I sometimes get confused about the pronunciation of English words when I go in front of the class, my friends all laugh at me, I'm shy because I made a mistake."

The anxiety that students feel is the fear of making mistakes. Students fear being laughed at and doubt their own abilities (low self-efficacy). This is in line with Nevid's opinion that low self-efficacy tends to feel more anxious in situations where it doubts its own abilities.²⁴ So this can cause students to be anxious about speaking in front of the class. This is a psychological condition of feeling that everyone is better and doing the wrong thing is a big deal.

3. Strategies to reduce student anxiety

This study used questionnaires and interviews. In this research, five strategies were used to reduce speaking anxiety which explained by Kondo and Ling, strategies to reduce anxiety are preparation, relaxation, positive thinking, Seeking peers to study together, and resignation.²⁵ This researcher

²³ Liu, Meihua. "Anxiety in EFL classrooms: Causes and consequences." *TESL reporter* 39 (2006): 20-20.

²⁴ Nevid, Jeffrey S., Spencer A. Rathus, and Beverly Greene. "Psikologi abnormal." *Jakarta: Erlangga* (2005): 96-101.

²⁵ Kondo and Ying-Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan," 258-265.

found that 17 students had different ways of solving anxiety. There were 9 students chose preparation, 2 students chose preparation and relaxation, 1 student chose preparation, relaxation, and positive thinking, 2 chose resignation, 1 student chose positive thinking, 1 student chose relaxation, and finally, there was 1 student who chose everything (preparation, relaxation, positive thinking, finding peers and resignation) to reduce students' anxiety when speaking English before going in front of the class. The researcher pointed out that none of the participants chose the "peers to learn together" strategy to reduce anxiety.

As for the majority of students chose the "preparation" strategy, this shows that students very effectively use the strategy to reduce their anxiety when going in front of the class. Students use five strategies to reduce anxiety, including preparation, positive thinking, relaxation, seeking peers to study together, and resignation. As for students' statements when interviewed about "Why did you choose this strategy to reduce your anxiety?"

One of students, **TFR** chose the "preparation" strategy, stating, "because before going forward, I have to practice first so that I can prepare the material and reduce my fear of going forward."

This statement is in line with the opinion of Kondo and Ying-ling that preparation is an effective way to overcome student anxiety in speaking performances in front of many people, because preparation increases student confidence in speaking which can be able to minimise student anxiety.²⁶ Students should practice speaking at least once before they present or perform in front of many people. So, preparation can improve speaking proficiency in language which can help students in reducing anxiety.

The other student, **NR** chose the "Positive thinking" strategy, stating that "because to reduce anxiety when speaking English in front of the class by believing in yourself so that you can still be able, if teased by friends just take the lessons, then keep trying and learning."

²⁶ Kondo, David Shinji, and Yang Ying-Ling. "Strategies for coping with language anxiety: The case of students of English in Japan." *Elt Journal* 58.3 (2004): 258-265.

This strategy is useful for diverting attention from stressful situations to positive nerves and providing calmness to anxious students. the statement is in accordance with Andriyani's opinion that positive thinking is a strategy to reduce student anxiety.²⁷ It can deal with state anxiety which refers to students' anxiety due to certain evaluative, competency and oral performance. Positive thinking is considered as an effective way to reduce student anxiety, so that students can stop their negative thinking

Next, **HK** chose the "Relaxation" strategy, stating that "because relaxation can reduce my nervousness when speaking English in front of the class."

This statement is in line with Grasha's cite by Putri thought that deep breathing for three to five minutes is an effective way to reduce tension.²⁸ So Calm down and relax for a few minutes by breathing deeply or trying to close your eyes for a moment, so that students can feel comfortable by forgetting everything that can make students feel nervous and uncomfortable.

In line with that, **CA** chose the "Resignation" strategy, stating, "because I was nervous, I couldn't do it, I was lazy, I was sleepy, and it was better to give up."

The above statement is in line with Ely's opinion that one of the characteristics of anxious students is risk aversion.²⁹ Resignation seems to be one strategy that might reduce anxiety. Resignation carried out by students with reluctance to do anything to alleviate student anxiety in language. Resigned students aim to minimise the impact of anxiety by refusing to face the problem. As for some resigned actions to face problems that students will do such as giving up and sleeping in class.

The difference is given by **AK** chose the strategy of "Preparation and relaxation," stating that "because preparation and relaxation are the right way to overcome

²⁷ Andriyani, Dwi Fera, and Maria Wulandari. *STUDENTS' ANXIETY ON SPEAKING PERFORMANCE AT THE EIGHTH GRADE OF MTS NEGERI 5 KARANGANYAR*. Diss. IAIN Surakarta, 2020.

²⁸ Putri, Ardhea Rosana, et al. "A STUDY OF STUDENTS' ANXIETY IN SPEAKING." *Journal of Education, Linguistics, Literature and Language Teaching* 3.01 (2020): 35-47.

²⁹ Ravica, Rayani (2016) *Students' Anxiety in English Learning (A Study At The Eight Grade Of SMPN 1 Tambusai)*. University of Pasir Pengaraian

anxiety when going to the front of the class to speak English."

The above statement is in line with Kondo's opinion that one of the strategies that can reduce anxiety is preparation and relaxation.³⁰ Preparation and relaxation are most often used by students because they are very common by students to reduce anxiety when speaking English in class.

All of these strategies are very effective depending on each individual. They can be used and applied so that their anxiety can be reduced anxiety and learning can follow comfortably and calmly.



³⁰ Kondo, David Shinji, and Yang Ying-Ling. "Strategies for coping with language anxiety: The case of students of English in Japan." *Elt Journal* 58.3 (2004): 258-265.