

**LEMBARAN PENGESAHAN ARTIKEL ILMIAH**

**STUDENTS' ANXIETY IN ENGLISH LEARNING  
( A STUDY AT THE EIGHT GRADE OF SMP N 1 TAMBUSAI )**

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# STUDENTS' ANXIETY IN ENGLISH LEARNING

## ( A STUDY AT THE EIGHT GRADE OF SMP N 1 TAMBUSAI )

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### ABSTRAK

Penelitian ini dilakukan untuk menyelidiki bagaimana strategi siswa dalam mengurangi kecemasan mereka dalam berbahasa Inggris dan faktor penyebab kecemasan berbahasa dalam berbicara Bahasa Inggris. Penelitian ini menggunakan metode kualitatif. Partisipan dalam penelitian ini adalah 30 siswa kelas dua disalah satu sekolah menengah pertama di Dalu-Dalu. Data diperoleh dari kuseioner dan wawancara. Hasil menunjukkan bahwa strategi-strategi yang digunakan siswa dalam menghadapi kecemasannya adalah: *Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation*. Selain itu, faktor-faktor yang menyebabkan kecemasan siswa dalam berbicara Bahasa Inggris adalah: takut berbicara tidak akurat, takut evaluasi negatif, dan keterampilan berbicara rendah.

**Kata Kunci:** kecemasan, berbicara Bahasa Inggris, strategi-strategi dan faktor.

### ABSTRACT

*This study was conducted to investigate how are students' strategies in reducing their anxiety in speaking English and what are the factors affcting students' anxiety in speaking English, as well the students'. This study employed qualitative. The participants of this study were 30 students class in one junior high schools in Dalu-Dalu. The data were obtained from questionnaire and interview. The findings showed how are students' strategies in reducing their anxiety in speaking English were: Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation. Moreover, factors affecting students' anxiety in speaking English were: fear speaking inaccurately, fear negative evaluation, low speech skill.*

**Keywords:** Anxiety, Speaking English, Students' Strategies and Factors.

### INTRODUCTION

This study concerns with investigating language anxiety in speaking English experienced by class students in one of junior high schools SMPN 1 Tambusai in Dalu-Dalu, Rokan Hulu Regency, Indonesia. It has been widely recognized that English has a role as an international language and a lingua franca by many countries. In Indonesia, for instance, English is viewed as a requirement imposed by globalization. In order to face this era of globalization, students in Indonesia are expected to be proficient in English both in spoken and written forms.

Students should be encouraged to think about their positive personality traits and thus gather their own strengths and build upon them". (Tranveer, 2007:58) This way, instructors can "build students' confidence and self-esteem in their second/foreign language ability via encouragement, reassurance, positive reinforcement, and empathy" (Onwuegbuzie et al., 1999: 232, in Tranveer, 2007:58).

In Second Language Acquisition research (SLA), anxiety has received attention as an important component of personality trait (Saville-troike,2006). Furthermore, Horwitz and Cope (1986) pointed out that:since speaking in the target language seems to be the most threatening aspect of foreign language learning, the current emphasis on the development of communicative competence poses particularly great difficulties for the anxious.

As in SMPN 1 Tambusai own many of the students who only use Indonesian in English class. The students many avoid the English language in the classroom due to fear making mistakes and anxiety is very high. The

statement indicates that students with anxiety are likely to avoid such activities in which require them to speak in foreign language because of fear of making mistakes and over the risks when speaking in foreign language. Therefore, it is important to find out the causes of students anxiety and such strategies used by the students in dealing with their anxiety in speaking in foreign language.

In this case, the reseacher intends to take up that problem, through reseach entitled: Students' Anxiety In English Learning ( a study at the eight grade of SMPN 1 Tambusai).

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. The Nature of Anxiety

According Wortman, Loftus and Weaver (2000) anxiety is sensitive feeling of apprehension or fear. Their opinion is the same with other experts. The point of view of anxiety is as a feeling of apprehension or fear. Then, Badran (2005) describes anxiety is strong emotion that caused from a feeling of apprehension which predict something bad will be happened. Badran still has the same opinion about anxiety. He has just different ways to difini anxiety it self. Then, is reseahcer opinions, anxiety is a feeling of apprehension that caused somebody always thinks future event alawasy bad.

Anxiety is considered to be one of the most common and wide spreading mental illness, with approximately 40 million adults, worldwide, age 18 and older, suffering from cases of excessive or overbearing levels. As outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) (American Psychiatric Association, 2000), anxiety is a natural reaction and a necessary warning response in humans. It can become a debilitating disorder when it is excessive, overbearing, and uncontrollable, when it requires no specific external stimulus, and when it begins to show itself through a wide variety of physical and affective symptoms, as well as changes in cognitive abilities and behavior.

Furthermore, to the University of Cambridge Counseling Service (2012), anxiety is defined as a common response to threatening situation in both physical and emotional reactions; the degree of feeling anxious depends on individual past experiences, beliefs, and attitude. As such, anxiety in the classroom is mostly recognized as a negative factor that lowers the learner's proficiency because they have difficulty in thinking clearly under the anxious moment.

Then, in researcher opinion, anxiety is feeling of apprehension that caused somebody always thinks future event always bad.

## 2. Factors of Anxiety

According to Horwitz et al. (1986: 127) language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: (1) communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation. (Tanveer, 2007:11). This description will general for the causes of student's anxiety in speaking English (foreign language). providing an insight to comprehend the sources or causes it can originate from.

### (1). Communication Apprehension (CA)

Students' personality traits such as shyness, quietness, and reticence are considered to frequently precipitate CA. These feelings of shyness differential from individual to individual, and from situation to situation. According to McCroskey and Bond (1980, 1984, in Tanveer, 2007:12) "found seven factors that could result in students' quiet. (1) low intellectual skills, (2) low speech skill, (3) voluntary social introversion, (4) social alienation, (5) communication anxiety, (6) low social self-esteem, (7) ethnic/cultural divergence in communication norms.

### (2) Test Anxiety

Test is also relevant to the discussion of foreign language anxiety. Test anxiety, as explained by Horwitz et al. (1986), "refers to a type of performance anxiety stemming from a fear of failure". (Tanveer, 2007: 13).

### (3) Fear of Negative Evaluation

Fear of negative evaluation is an extension of the second component (test anxiety) of second/foreign

language anxiety because it is not limited to test taking situations, but, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in second/foreign language class (Horwitz et al., 1986: 127. in Tanveer, 2007:14). It is also broader in the sense that it pertains not only to the teacher's evaluation of the students but also to the perceived reaction of other students as well (Shams, 2006: 10. in Tanveer, 2007:14).

Where limited processing mental capacity may cause anxiety, conversely, anxiety may restrict this operational capacity of the mind, and both together may cause impaired performance or altered behaviour. Researchers have found a recursive or cyclical relationship among anxiety, cognition and behaviour (Leary, 1990. Levitt, 1980. in Tanveer, 2007: 21-22).

Furthermore, Zhiping (2013) The observations and interviews revealed that most Nigerian students did not feel anxiety when speaking in class while Iranian and Algerian students showed symptoms of anxiety. The reasons for their anxiety are as follows:

#### (1). Fear of being in public and shyness

According to Horwitz et al (1986) general personality traits such as quietness, shyness, and reticence are some reasons for communication anxiety. The degree of shyness varies greatly from individual to individual. When we ask about participants' feelings while speaking English in class, Iranian 2, 3 and Algerian 1 note shyness as a reason for their anxiety. Iranian 2 says "I am typically a shy guy, I don't like to start communication much" while Algerian 1 notes that "When I present I am a shy guy I feel somehow afraid ... it is because I'm afraid of facing the public." Iranian 3 says "I had more anxiety last term because I had presentation, so I had lots of anxiety to work more and to present in public."

#### (2). Fear of negative evaluation

The interviewees voiced fear of negative evaluation by teachers and peers as another in-class concern as an important source of anxiety. They feared humiliation of being corrected in public especially if accompanied by disparaging remarks by the lecturer. They were also overly concerned with other people's opinions and had apprehension about other people's evaluation. For instance Iranian 1 noted "There is wrong belief that if you don't know English you lose your prestige. Sometimes I am afraid to ask question because they laugh at me" while Iranian 3 stated that "Usually I don't speak English among Iranians. Because when I first came to Malaysia my English was not good and they used to mock me for that, so I usually don't speak English with them."

#### (3). Fear of speaking inaccurately

One of the concerns as a source of anxiety shared by Iranian and Algerian students in classroom is their bad feeling of speaking the language inaccurately with mistakes and not being able to find exact words. Their dislike for speaking inaccurately is not so much because of fear of negative evaluation by teacher and classmates but more because they feel satisfied making correct sentences with different structures that need a repertoire of vocabulary and grammar. Since they feel they do not possess this they prefer not to talk as making mistakes disappoints them. The Algerians note "When you are a beginner in a language you are a bit afraid when you

commit mistakes and you have problem with the pronunciation and also you don't know so much about the vocabulary". In addition when he is asked about forgetting vocabulary and grammar, he states that: "Sometimes it happens to me because I am not a native speaker and it makes me feel frustrated and disappointed". The Iranians say that "I don't like speak too much. Most of the time it is difficult to find appropriate word".

### 3. Strategies to Reduce Students' Anxiety

The strategies used by these learners in coping with their foreign language anxiety will also be examined. The types of strategies used as a reference in this study are taken from Kondo and Ying-Ling (2004). namely, preparation, relaxation, positive thinking, peer seeking and resignation:

#### a. Preparation

This is supported by Zaidner (1998, p.66, cited in Kondo and Ying-Ling, 2004, p.263) who states that there is a lot of evidence showing that anxious people experience a relatively high level of task-irrelevant thoughts in evaluation setting. The preparation category refers to the students' efforts to overcome their feeling of anxiety by improving their learning strategies. It is interesting to note here that preparation was the most frequently used strategy. This indicates the correlation between language incapability/deficit and language anxiety. Many second language learners find themselves nervous when they had not prepared before class. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety.

Preparation seems to be a good solution since it has two strong positive implications. The first is this strategy may enable the anxious learners to know that they are actually at the same level as good learners. This is supported by MacIntyre, Noels and Clement, 1997, cited in Casado 2001) who note that the anxious learners tend to underestimate their own competency than less anxious ones. This may affect their second language acquisition. What they require is just good preparation. This may alleviate their feelings of inferiority and lead them to study even harder than confident learners. The second point is this strategy shows them how to control their anxiety, stress, and insecurity. Good preparation which results in good performance shows them that feeling anxious is quite normal and therefore, they should not be too anxious about their language anxiety. What they should work on is how to turn this anxiety into a learning motivation. This is supported by Argaman and Abu-Rabia (2002, p. 146) who state that the right amount of language anxiety and learners' effort to keep their self-esteem may lead to the higher academic achievement. One of those efforts is preparing and practicing task before class. The anxious learners may perform as good as the non-anxious learners when they have sufficient time to prepare and practice the tasks (MacIntyre & Gardner, 1994, cited in Argaman & Abu-Rabi, 2002, p. 152).

Therefore, anxious learners may need more extra time to study. MacIntyre and Gardner's concept lead me to raise a question of why the anxious learners need some more extra time to study if they are at the same level of

cognitive capacity as the nonanxious learners. The more time needed to study in this case may imply that the anxious learners in fact have lower cognitive capacity. This problem involves both cognitive and psychological aspects.

Therefore, psychological approach should be taken into account. This is supported by Argaman and Abu-Rabi (2002, p. 146) who find that the anxiety involves a complicated psychological component. The anxious learners may need more task processing time because of their mental block. This may be caused by fear of using second language and the nervousness. Their mental block can be manifested in forgetfulness, sleep disturbances, difficulty in concentrating. In spite of their anxiety, anxious second language learners are basically those who are good at other didactic fields (Horwitz et.al, cited in argaman and Abu-Rabi, 2002, p. 147). It seems that preparation is a suitable strategy for some language learners, but not for all. Spielberg (1983, cited in Casado, 2001) differentiates between trait anxiety and situational anxiety. He defines trait anxiety as a condition of being anxious in any situation, while situational anxiety is being anxious only in certain circumstances. This means that trait anxiety can be an innate characteristic, a component of one's personality. It is also supported by Daly (1991, cited in Argaman and Abu-Rabi, 2002, p. 144) that language anxiety is genetically inherited. Trait anxiety plays more important role than the environmental and situational factors. In this case, preparation may be less effective because learners with innate anxiety may be anxious in any situation, including when preparing before class. Therefore, instead of preparing well, those students may become more frustrated at being unable to do so.

Moreover, highly anxious students are likely to find difficulty in understanding the class instruction or misinterpreting the task. Therefore, they may not be able to make good preparation because of their misinterpretation. These two classes of anxiety may lead the researchers to recommend different avenue to cope with language anxiety. Those who believe more on the personality as the cause of language anxiety may propose learners' personal solution, such as therapy, engage in language and study counseling, and preparation. Conversely, those who view the situation as more important in influencing language anxiety propose different avenues, such as promoting classroom dynamics and using the community language learning.

#### b. Relaxation

The second category which is relaxation deals with the methods to reduce the symptoms of anxiety. Many anxious learners may feel "audience fear" when they have to speak in front of their other friends or public or when they are being appointed by the teacher to answer the question. One of many strategies to relieve this fear is relaxation. Grasha (1987, cited in Second Language anxiety and coping Strategies) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension. If one is well prepared and stillis struggling with the feeling of anxiety and fear, relaxation, which involves tactics that aim at reducing anxiety symptoms, is offered. Some basic tactics are as follows: "take a deep breath, try to be calm and do your best to participate in lecture, be a part of the team", also "you are

well-prepared for the class and as smart as your friends, so there is no reason to worry.”

However, this only offers a quick relaxation technique. It is not sufficiently effective for high anxiety students because it only focuses on relieving anxiety physically and it may not work for longer than just a few minutes. Moreover it may work only on situational anxiety.

#### c. Positive Thinking

The next category is called positive thinking refers to the efforts to “divert attention from stressful situation to positive and pleasant cues and bring relief to the anxious students. Some anxious learners try to develop a positive selfimage. They use various ways, such as trying to be confident, imagining themselves giving a great performance, thinking of something pleasant, or not thinking of the consequences. This strategy tends to focus on learners’ personal emotion. It basically shows that the anxious learners have levels of cognition equal to the confident learners. What makes them different is the problem of psychological factors, such as mental block, fear of making mistakes which may reduce their self-esteem, too shy to communicate with environment. These factors may disturb their learning process and performance. Horwitz et al. (1986, cited in Argaman and Abu-Rabi, 2002, p. 148) note that language anxiety shared some common mental characteristics, such as fear of being ridiculed in class, too shy to communicate with others, and anxious of under-performing compared with the other learners. To my mind, the fact that basically anxious learners are potential learners in spite of their anxiety as indicated by students who can perform well in everyday class task, yet they gatm bad mark in their test.

What makes the anxious learners may get worse mark in test is their test anxiety. They tend to be afraid of making mistakes and being worse than their other friends and are more sensitive of what others think about them. Moreover It may be true that the anxious learners tend to have lower level of resilience, in this case, the inability to accept failure. Conversely, the non-anxious learners tend to have good resilience. This is supported by Wenden and Rubin (1987, cited in Turula) who show that good learners are characterized as having positive attitude and outgoing, while anxious learners tend to feels apprehension and frustrated (Arnold and Brown, 1999, cited in Turula). This strategy implies a different perspective from “preparation”. Positive thinking emphasizes the need to control negative emotion because the negative emotion may block the cognitive process whereas preparation focuses on using cognition to control anxiety. This may be based on different perspectives on viewing what blocking good second language performance. Ganschow and Sparks (1996, cited in Argaman and Abu-Rabi, 2002, p. 150) state that the language anxiety is caused by low abilities. On other word, low ability may cause language anxiety.

Therefore, good preparation may increase the learners’ ability. The increasing ability may alleviate learners’ anxiety. Conversely, Horwitz te. al (cited in Argaman and Abu- Rabi, 2002, p. 147) notes that language anxiety may impede second learners’ performance. In this case, learners’ low anxiety may be caused by language anxiety. Therefore, approach focused on learners’ emotion, including having positive thinking may alleviate learners’ language anxiety. In my belief, these two strategies should

be applied side by side. Having a positive thinking without enough preparation may lead to bad performance. This bad performance (in reality) may contradict with their positive thinking and wish. This may decrease learners’ positive thinking because the reality shows that they are incapable. Conversely, it may bem impossible to perform well without enough preparation and sense of selfconfidence. Therefore, positive thinking should be supported by positive reality.

#### d. Peer seeking

Peer seeking category is the effort to consult other learners who are also anxious in learning the foreign language. Some anxious students cope with their language anxiety by comparing themselves with others who have the same problems. These students may find a suitable learning partner to talk to or build a small-scale support group with others who experience the same thing. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partner.

However, it may have a drawback in terms of loss of a sense of belonging. Depending on one or two partners may reduce the sense of belonging to the class, create a gap between anxious learners and those who are non-anxious. This gap may create feelings of isolation in the classroom. To eliminate learners’ isolated feeling in class, Koba, Ogawa, and Wilkinson (In Using the Community Language Approach to Cope With Language Anxiety) suggest the application of Community Language Learning (CLL). They believe that CLL may provide techniques to reduce anxiety by using conversational circle and fun teaching method. CLL may work on learners whose anxiety roots on uncomfortable classroom atmosphere. It may not be very effective in alleviating anxiety caused by both different level of cognitive capacity and personality.

The peerseeking phenomenon shows that proper classing should also receive more attention and should also be taken into account as one way to reduce anxiety. Therefore, before starting second language program analysis on level of language anxiety should be carried out. Learners should be group based on their level of anxiety rather than based on their age. Thus, in my opinion, CLL may be more effective if the students are classified based on level of their language anxiety.

#### e. Resignation

The last category is the resignation category which refers to the unwillingness of the learners to lessen their anxiety by avoiding the learning process. The anxious learners may resign themselves by giving up, stopping paying attention, accepting the situation, stopping making any effort, even going to sleep in class. It seems that this is an extreme strategy. This may be because “accepting the reality” is one of many ways to reduce stress and tension. They do not want to try and re-try after failing because they are afraid of more stress. They may ask themselves “why should I try to learn if I will fail again and again?”. This explanation is also supported by Ely (1986, cited in Turula). She notes that one characteristic of anxious learners is reluctant to take risks. Resignation seems to be one possible strategy.

However, this only offers a temporary quick solution. Later, those students may face greater problems. They may not be able to acquire proper mastery of the second language and may also fail in examination.

Moreover, they may also fail in getting a job which requires good mastery of that language. To my mind, there are a contradiction between learners who cope their language anxiety by preparation and resignation in terms of learning perception. First, those who use the preparation perceive the inability in doing tasks may reduce their self-esteem academically. Therefore, they study harder to get good academic achievement to keep their self-esteem (Argaman & Abu- Rabia, 2002 p.142). However, this may also bring a potential hazard. The anxious learners may study overly. Therefore, they may spend excessive studying hours before tests. They become extremely concerned about their mark in the test. Consequently, making mistakes in the test may stress them, even more severe than before.

Conversely, the learners who use resignation as the solution perceive that any learning efforts may be worthless. The cause of this perceptual difference can be traced psychologically, since it relates to the defense mechanism concept. Defense mechanism refers to the internal conflict between wish and reality. By using preparation strategy, at first the learners wish that they will get good mark or can master second language well. They may feel that they can control their anxiety if the reality says so.

Furthermore, this reality may increase their self-esteem and convince them they can cope their anxiety by preparation. However, these learners may divert from preparation to resignation if the reality show that they can not control their anxiety. This may be proven by bad mark or incapability to master second language at least at the same standard as the non-anxious and confident learners. Conversely, learners who resign may not have positive wish to be success in their learning. They tend to convince themselves that they are not good at learning second language. This perception may be gained through the accumulation of reality that shows their fail.

#### 4. The Nature of Speaking

There are some experts who give definitions about speaking. According to Christian in Hartuti(2007:8) states that speaking is productive skill, since it produced ideas, message or suggestions. Speaking is a communications process which is a primary medium to express ideas.

According Nunan (2013:48) speaking is the productive aural or oral skill. This may involving expressing ideas and opinions orally; expressing a wish or a desire to do something, negotiating and solving a particular problem or establishing and maintaining social relationship and friendship.

In addition Harris (2004:81) speaking is complex skills that use a different number of abilities. They are pronunciation, grammar, vocabulary, fluency and comprehension. Number of abilities using to get score in speaking skill.

English speaking skill in this study refers to a skill to express arguments, ideas, and daily conversation through English as an oral communication (Brown,2001).

Furthermore, Nunan adopted by Antoni (2005:9) speaking is oral interactions where the participant need to negotiate the meaning contained in ideas, feelings, and manage in term of who is to say what, to whom and about

what. However, speaking is an oral interactions of the people, it can be applied by two people or more that, that it negotiate the meaning contained in ideas what has been stated in their mind, with speaking people can share their feeling to other people orally. And also about content, people are going to say what to whom and about what.

From, statement above, it can be concluded that speaking is language skill which is function as communication and speaking is an activities orally as a communication by two or more than two person in face by face, and speaking is about some negotiation of the idea, feeling or manage in term. English, fear of making mistake, fear of negative evaluation

#### E. Purpose of the Research

This research will be aimed to find out:

1. The students' strategy to reduce their anxiety to speak English.
2. The factor students' anxiety in speaking English.

#### F. Significance of the Research

The result of the study are hoped to give benefits for teachers, the researcher, and the other researchers:

1. For Teachers  
Through this research, the teacher will be able to increase teaching speaking better, to know The causes of Students anxiety to speak English. And how students' anticipates to reduce their anxiety to speak english.
2. For researcher  
Through this study, the writer will be able to improve his knowledge in writing good paper, and to improve his knowledge in students anxiety to speak English.
3. For other researcher  
Other researchers can use the result of this research as a comparative study. luation, and self-related cognition.

### RESEARCH METHODOLOGY

#### A. Research Design

The approach applied in this study is qualitative. According to Sugiyono (2008: 8), qualitative study is called naturalistic study because the study is done in natural setting, and qualitative study is also often called ethnography because this approach is mostly used to study about culture anthropology. Sugiyono (2008:12) also states some characteristics of qualitative research, those are; this study is done in natural setting, the finding data are in the form of words or pictures, this study is emphasized in process rather than product, and the data analysis is done in inductive way, and the study emphasizes in meaning.

#### B. Setting of the Research

This study was conducted in one of junior high school in Rokan Hulu reGENCY, in Dalu-Dalu SMPN 1 Tambusai.

1. The Population

According to Arikunto (2010:173) population is whole that subject in the research. The populations in this research are all the student eight grade SMP N 1 Tambusai. There are six classes in the eight grade of SMPN 1 Tambusai. In class A, there are 30 students, and class B, there are 30 students and class C, 30 students, class D, there 30 students, class E, there 30 students and class F, there 30 students.

## 2. Sample

Arikunto(2010:174) states that “sample is partially or represent the populations are going to be researched. Reseacher interviewed eight students who are in class E and easier for students to work with. Finally, class E which consisted of

## D. Procedure of the Research

The researcher was comprising some steps as follows, the researcher makes a proposal after proposal exam the researcher go to the school to retrieve the data. Instrument used by the researcher of the questionnaire and interview. The research provides a questionnaire to students after the students answer a questionnaire then the reseacher interview the students one by one. Then the reseacher distribute interview and analyze the data from questionnaire and interview and making conclusion.

## E. Technique of Collection Data

In collecting the data, the reseacher applied two from respondents, questionnaire and interview. Meanwhile, to discover the causes of students’ anxiety in speaking English and the students anticipate to reduce their anxiety to speak English, the researcher will use a questionnaire and interview. The interview will be conducted to validate data from the questionnaire.

### 1. Questionnaire

To answer research questions of this study, questionnaires was administered to the participants. The first questionnaire what strategies are use by students to reduce thair anxiety in speak English.

Since the participants were Indonesian students, the researcher adapted the questionnaire and translat it into Bahasa Indonesia before administering the questionnaire to the participants. Additionally, since the study is aim to portray students’ speaking anxiety in English context, the words “foreign language” used in original FLCAS were replaced with “English”. The questionnaire items are attached in the appendices (Appendix A). There are 20 question-items in FLCAS. The students’ response on this 5- point Likert scale ranged from “Always” (A), “Often” (O), “Sometime” (S), “Rarely” (R), and “Never” (N).

The questionnaire was adapted from Kondo & Ying-Ling (2004). The questionnaire was used to categorize the what are factors affeced of students anxiety to speak English. The responses from the participants were categorized into five categories: *Preparation, Relaxation, Positive Thinking, Peer Seeking, , and Resignation.*

## 2. Interview

Interview was conducted to get deeper information which was not available on questionnaire (Alwasilah, 2011). Semi-structured interview was used in this study. The interview was conducted by using Bahasa Indonesia in order to avoid misunderstanding (Creswell, 2012, p. 225).

## F. Technique of Analyzing the Data

### a. Data Analysis

After collecting the data through questionnaire and interview the data were analyzed to draw the conclusion. The analysis of each instrument was elaborated.

### 3.1.1 Analysis of Data from Questionnaire

Data from questionnaire were collected to measure level of anxiety experienc by students in the English classroom. It utilized Likert’s scale which ranged from 5 to 1 for positive statement and 1 to 5 for negative statement. The Likert’s scoring table is shown in Table 3.1. The table below shows the Likert’s scoring table.

**Table. 1 Likert’s Scoring Table  
Riduwan (2003:38-39)**

STATEME NT	SCORING				
	Alway s	Ofte n	Sometim es	Rarel y	Neve r
POSITIVE	5	4	3	2	1
NEGATIVE	1	2	3	4	5

Moreover, the strategy of language anxiety in speaking English were investigation through the questionnaire. To answer research question, the data from questionnaire were analyzed descriptively. Because of the respondents, the data from questionnaire were analyzed mainly in terms of percentage. The data were analyzed by measuring the percentage of the participants’ strategy to reduce their anxiety to speak English were analysis by using five strategy categories developed by Kondo & Ying-Ling (2004); *Preparation, Relaxation, Positive Thinking, Peer Seeking, , and Resignation.* Table 3.2 shows the questionnaire items and the label of strategy to reduce their anxiety to speak English and modified from Kondo and Ying Ling (2004).

**Table .2 Strategy students’ Anxiety  
( Questionnaire)  
Kondo dan Ying-Ling (2004)**

No	Indicator	Item Number
1	Preparation	13,14,15,16
2	Relaxation	17,18,19,20
3	Positive Thinking	5,6,7,8
4	Peer Seeking	9,10,11,12
5	Resignation	1,2,3,4
	Total	20

**3.1.2 Analysis of Data from Interview**

The data from the interview was be recorded through audio recording. It enables the researcher to keep the information safely (Creswell, 2012). The data were also transcribe, categorize, and interpret to answers research questions. There were the steps in analysis data through interview. First, transcribe the data based on the audio recording and researcher’s note. Second the researcher reduce inappropriate data which were not relevant to the study. Afterwards, categoriz the data into several themes, they were language anxiety in speaking English, the causes of language anxiety in speaking, and strategies used in dealing with anxiety. Last, the researcher related the data theories and previous research to address the res

**FINDING AND DISCUSSION**

**A. Descriptions and Analysis**

**a. Description**

This research was conducted at SMP N 1 Tambusai on April 2016. The samples 30 students from eight grade of SMP N 1 Tambusai. The reseacher used total sampling method in talking the sample the sample of this research. The purpose of this research are (1) to find out the students’ strategy to reduce their anxiety to speak English and (2) the factor caused students’ anxiety in speaking English. The questionnaire was used to find student strategy to reduce their anxiety to speaking English while interview was used to explaint factor students’ anxiety in speaking English.

**b. Analysis**

This research used a questionnarie and interview as the instrumentation of the test as the reseacher explained about the purpose of this research was to analyzed the students’ anxiety in speaking English. It has been explained that questionnaire was used to answer:

First, strategies are used by students’ to reduce their anxiety in speaking English. The questionnarie which was used in this research consist of five strategy categories developed by Kondo & Ying-Ling (2004); *Preparation, Relaxation, Positive Thinking, Peer Seeking, , and Resignation.* The result of the questionnaire can be described as follow:

**1. Table scoring percentage of “Preparation”**

No	Level Likert’s Scoring	Frequency	Percentage
1	Always	41	34,16%
2	Often	9	7,5%
3	Sometimes	38	31,66%
4	Rarely	24	20%
5	Never	8	6,66%
Total		120	100

From the table above, it could be seen that for the frequency of all the students’ there were 41 or 34,16% students who have always in level frequency, students who have often in level of frequency were 9 or 7,5%, students who have sometimes in level of frequency were 38 or 31,66%, students’ who have rarely level of frequency was 24 or 20%, students who have never in level of frequency was 8or 6,66%. It means that the students’ frequency in preperation were Always. Based on the table above, it can be concluded that many second language learners find

themselves nervous when they had not prepared before class. There are many ways to prepare including reading the materials before class, taking second language courses provided in or out of school, asking help from friends and teachers, focusing on specific areas which cause anxiety. Preparation seems to be a good solution since it has two strong positive implications.

**2. Table scoring percentage of “Relaxation”**

No	Level Likert’s Scoring	Frequency	Percentage
1	Always	23	19,7%
2	Often	16	13,33%
3	Sometimes	34	28,33%
4	Rarely	32	26,67%
5	Never	15	12,5%
Total		120	100

From the table above, it could be seen that for the frequency of all the students’ there were 23 or 19,7% students who have always in level frequency, students who have often in level of frequency were 16 or 13,33%, students who have sometimes in level of frequency were 34 or 28,33%, students’ who have rarely level of frequency was 32 or 26,67%, students who have never in level of frequency was 15 or 12,5%. It means that the students’ frequency in preperation was Sometimes. Many anxious learners may feel “audience fear” when they have to speak in front of their other friends or public or when they are being appointed by the teacher to answer the question. One of many strategies to relieve this fear is relaxation.

**3. Table scoring percentage of “Positive Thinking”**

No	Level Likert’s Scoring	Frequency	Percentage
1	Always	57	47,5%
2	Often	15	12,5%
3	Sometimes	30	25%
4	Rarely	12	10%
5	Never	6	5%
Total		120	100

Based on table above, it could be seen that for the frequency of all the students’ there were 50 or 47,5% students who have always in level frequency, students who have often in level of frequency were 17 or 12,5%, students who have sometimes in level of frequency were 30 or 25%, students’ who have rarely level of frequency was 12 or 10%, students who have never in level of frequency was 6 or ,5%. It means that the students’ frequency in positive thinking were Always. Based on the results of the above questions can be concluded that students think could speak English so important, and students also want to be able to speak English properly and the students confidence to speak English, even though did not master the English language is good and right. Having a positive thinking without enough preparation may lead to bad performance. This bad performance (in reality) may contradict with their positive thinking and wish. This may decrease learners’ positive thinking because the reality shows that they are incapable. Conversely, it may bem impossible to perform well without enough preparation



and sense of selfconfidence. Therefore, positive thinking should be supported by positive reality.

#### 4. Table scoring percentage of “Peer Seeking”

No	Level Likert's Scoring	Frequency	Percentage
1	Always	18	15,%
2	Often	24	20%
3	Sometimes	42	35%
4	Rarely	20	16,6%
5	Never	16	13,3%
Total		120	100

From the table above, it could be seen that for the frequency of all the students' there were 18 or 15% students who have always in level frequency, students who have often in level of frequency were 24 or 20%, students who have sometimes in level of frequency were 42 or 35%, students' who have rarely level of frequency was 20 or 16,6%, students who have never in level of frequency was 16 or 13,3%. It means that the students' frequency in peer seeking were Sometimes. The results of questionnaire is sometimes the students like to ask a friend if there is talk of the English language that is unknown and like to discuss with a friend if there is a less clear pronunciation and sometimes students always learn with friends about English lessons. Some anxious students cope with their language anxiety by comparing themselves with others who have the same problems. These students may find a suitable learning partner to talk to or build a small-scale support group with others who experience the same thing. This strategy is a good solution, especially if the students can share their experiences and strategies with their learning partners.

#### 5. Table scoring percentage of “Resignation”

No	Level Likert's Scoring	Frequency	Percentage
1	Always	12	10%
2	Often	8	5,67%
3	Sometimes	56	46,7%
4	Rarely	25	20,83%
5	Never	19	15,83%
Total		120	100

Based of the table above, it can be seen that for the level of frequency of all students there was 12 or 10% students have always in level of frequency, students have often frequency were 8 or 5,67% students' who have sometimes frequency were 56 or 46,7%, students' who have rarely frequency were 25 or 20,83%, students' who have never frequency was 19 or 15,83%. It means that the students frequency in strategy use by the students' resignation was sometimes. Based on the questionnaire, the reseacher found that students' sometimes hesitate to speak English because students do not know the correct in vocabulary, and his pronunciation and students are sometimes teased or laugh at your friends when trying to speak English. This may be because “accepting the reality” is one of many ways to reduce stress and tension. They do not want to try and re-try after failing because they are afraid of more stress. However, these learners may divert from preparation to resignation if the reality show that they

can not control their anxiety. This may be proven by bad mark or incapability to master English language at least at the same standard as the non-anxious and confident learners. Conversely, learners who resign may not have positive wish to be success in their learning.

When the reseacher given interview some students' answer the second reseach question is factors affcting students' anxiety in speaking English. Interview was conducted to get deeper information which was not available on questionnaire. The second formulation of the problem the reseach what factor affecting students' anxiety.

Second, what factors caused you anxiety in speak English?

*DBRS : Fear make mistake in reading or pronunciation.*

*WL : Factor in translit in English I don't understans.*

*DW : Because rarely speak English language support.*

*RDN : Because I do not know the correct word structure, in the arrangement of vocabulary and pronunciation.*

*AD : Factor in speaking and word structure.*

*ASA : Factors answer the questions in English*

Based on the statements above it can be concluded the students answered that be a factor which causes anxiety in speaking English was because the students' did not know the pronunciation, structure and vocabulary, it means include in ( fear of speaking inaccurately).

*NP : Because my friends do not use English when speaking in class when*

*learning English.*

*SS : The factors I do not use the English language but use the Indonesian language.*

*FS : Because rarely use English language.*

Based on the statements above it can be conclude the students answered that be a factor which causes anxiety in speaking English was because the students' not used the English language in learning English, it means include in (low speech skill).

*AR : Because if I answer mistake my friends laugh at me.*

*RM : Fear laught my friends themes and I lacked confidence.*

*SM : Fear make mistake.*

Based on the statements above it can be conclude the students answered that be a factor which causes anxiety in speaking English was because the students' fear laught by friends themes and I lacked confidence in reading and pronunciation include in (fear of negative evaluation). The above interview the students answered that be a factor that causes anxiety in speaking English was

fear of speaking inaccurately, low speech skill and fear of negative evaluations.

## B. Discussion

From the analysis of the data is that researchers get the data from questionnaires and interviews. And from questionnaires given to students to answer questions about what the strategy used by students to reduce their anxiety review in speaking English in class researchers already getting results. Based on the first questionnaire, the result it could be seen that frequency of all the students' there were 57 or 47.5% students' who have always in level frequency in positive thinking, then resignation with a frequency of 56 or 46.7% with sometimes. The third highest is peer seeking with frequency 42 or 35% with sometimes, then preparation with frequency 41 or 34.16% and sometimes, relaxation with frequency 34 or 28.33% with sometimes. The lowest result was that the frequency of positive thinking 6 or 5%, with the result never.

The researcher conclude that strategy used by students' of SMPN 1 Tambusai the eight grade to reduce anxiety in speaking English was positive thinking. This is supported by Wenden and Rubin (1987, cited in Turula) who show that good learners are characterized as having positive attitude and outgoing, while anxious learners tend to feels apprehension and frustrated (Arnold and Brown, 1999, cited in Turula). This strategy implies a different perspective from "preparation". Positive thinking emphasizes the need to control negative emotion because the negative emotion may block the cognitive process whereas preparation focuses on using cognition to control anxiety. This may be based on different perspectives on viewing what blocking good second language performance. Ganschow and Sparks (1996, cited in Argaman and Abu-Rabi, 2002, p. 150) state that the language anxiety is caused by low abilities. On other word, low ability may cause language anxiety. Therefore, good preparation may increase the learners' ability. The increasing ability may alleviate learners' anxiety. Conversely, Horwitz te. al (cited in Argaman and Abu-Rabi, 2002, p. 147) notes that language anxiety may impede second learners' performance. In this case, learners' low anxiety may be caused by language anxiety.

According Horwitz & Cope (1986) positive thinking is these strategies are intended to divert attention from the stressful situation to positive and pleasant cues (e.g., discussing an exciting topic), and bring relief to the anxious student.

Furthermore, Ling (2004) positive thinking refers to the efforts to "divert attention from stressful situation to positive and pleasant cues and bring relief to the anxious students. Positive thinking is the practice or the result of a person's mind to concentrate firmly on what is constructive and good, thus eliminating of negative or destructive thoughts and emotions. How to positive thinking that we should be able to assess and determine the whole of our ability both negative and positive. We must realize that all human beings have the advantages and disadvantages of each. This awareness is the basis for helping us to willingly accept the responsibility for all the feelings, opinions, and behavior. ( Clara R. Pudjijogyanti, 1995, H.2 ). Then the benefits of positive thinking is that it can create stress is reduced because of the absence of the burden of thinking, improve stress management, healthy psychology,

reduce wrinkles on the face because they do not get angry, can foster self-confidence, and do not feel hopeless. There are several ways you can do to grow the optimistic nature of which is always to use words that are positive ( "I can solve this"), always happy, strong, and confident, stay away from the mind of negative thinking and always instill positive thoughts, and when communicate constantly using words that bring a happy feeling, strong, and successful.

Moreover, Dwitanyanov, A., F. Hadiyanti, and D.H Savitri. (2010) with positive thinking, making individuals able to survive in situations prone to distress, improve the ability to solve problems and tasks, assist a person in giving positive suggestions to yourself in the face of failure, when a certain behavior and motivational.

Then, the reseacher opinion positive thinking is how to think or how you see the view and treat everything from the standpoint of better. Positive thinking will make your life feel easier. With positive thinking you capable of addressing the problems in your life from a perspective that better so that existing problems can you accomplish with ease.

The second question was used the interview. Based on the results of the above questions can be concluded that the factors affecting students anxiety in speaking English in the classroom because the students' fear meke mistake in speaking English, reading, or pronunciations, difficile translit in english, and factors the students' not used the English language but used the indonesia language. Less familiar with the pronunciation and vocabulary are many not understand and difficult to use or apply the English language in everyday and also if students' answer and speaking English wrong the students' will be laughed at friends. Factors fear make mistake in speaking English, structures, and pronunciations, difficile translit in english include in (fear of speaking inaccurately), if students' answer and speaking English wrong the students' will be laughed at friends include in (fear or negative evaluation), and also afraid of making a mistake in the vocabulary that understand include (communication apprehension in low speech skill).

## Conclusion and Suggestion

### A. Conclusion

The purpose of this research was to know students' anxiety in speaking English. The researcher used qualitative research. The populations of this research was at SMP N 1 Tambusai. The researcher choose this populations because they had problem about anxiety in speaking English in the class. In addition, the sample of this research was total sampling which has 30 students'. This study investigated students' anxiety in speaking English. The aims of this study are to figure out: (1) The students' strategy to reduce their anxiety to speak English. and (2) The factor students' anxiety in speaking English. Based on the data gained from questionnaire and interview, some conclusions can be drawn.

First, to the results of the questionnaire students from class the data obtained from questionnaire it was result it positive thinking, then resignation, the third highest is peer seeking, then preparation, the last relaxation. Second, the findings interview can be concluded that the factors affecting students anxiety speaking English in the classroom because first, fe

### B. Suggestion

After completing this present study and drawing the conclusions from the findings and discussions, several suggestions are offered for future researchers, EFL teachers, and others who concern with EFL learning. For future researchers of the similar subject are expected to conduct a better study with a better research methodology and more data collection instruments. Particularly in questionnaire, the use of Likert-scale in which Neutral option is involved seems less reliable.

Furthermore, the investigations of language anxiety in other skills such as reading, listening, and writing are expected to be conducted in the future research in order to give more pictures about foreign language anxiety. The comparative study in which investigates language anxiety on various levels of students could give comparison between language anxiety in various kinds of age.

Furthermore, for teachers, the enrichment of teachers' awareness of foreign language anxiety is of paramount importance. It is suggested that teachers should carefully deal with factor that cause language anxiety in speaking English in the classroom setting. Moreover, teachers are suggested to encourage students to share their anxiety experiences.

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