AN ANALYSIS OF STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING AT SMAN 3 TAPUNG

THESIS

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3	January 28th 2022	Revised Chapter II (Research teories and relevant studies) & III (Researh instrument)	
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7	July 5th 2022	Write Chapter IV	
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I hereby declare this thesis is definetly from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and scientifically referenced. The researcher responsible for the data and facts provided in this thesis.

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ABSTRACT

SHAFFIRA MAISHARAH PUTRI. 2022. An Analysis Students' strategies in Reducing Anxiety in Speaking English at SMAN 3 Tapung. Thesis

This study was aimed to find out the students' strategy in reducing anxiety in speaking English. The data was collected from eleven grade semester students of senior high school 3 Tapung in academic year of 2022/2023.

This study employed a qualitative methodology and described in brief. The subject of this study was 15 students at the eleven grade semester class XI MIPA 1, SMAN 3 Tapung. The data were collected from observation and interview. The researcher made observation by using field notes. Field notes are used to obtain the accurate data.

The finding showed that were strategy to reduce students' anxiety. Students applied five strategies in reducing anxiety in speaking English namely: preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy, and resignation strategy.

Keywords: Speaking, Anxiety, Strategy

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

There are four abilities that should be mastered by the students in learning English, they are listening, writing, reading and speaking. Speaking is one of those abilities which examined in this research. Speaking is the ability to produce the language and share an idea and opinion. Speaking becomes an important demands us how to have good communication with the other people. Cameron (2001) says that speaking is the active use language to express meaning so that other people can make sense of them. In the case, speaking is a complex skill that involves the knowledge of sound, structures, and vocabulary and culture subsystem of language. Its means that speaking is the productive skill in using the language. So, speaking is an activity to produce the language to communicate among in a group, society as a manifestation of one's language competence. According to Harmer (2007) states speaking is ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language.

Some students express an idea and opinion about what they experience when they get to speak in a public. They revealed that when the opportunity to speak, the feelings experiences are fear, trembling, groggy, cold sweat out, hands feel wet, and students

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repeatedly go to the toilet before speaking. Feel anxious or nervous when speaking performance in public is usual for most people. Even someone who has experience in speaking is not free from this feeling. According to Nevid et al, in Prakosa and Partini (2014) anxiety is a normal response of threats, but anxiety can become abnormal when the level is not matched by the proportion of threat, or if it seems to come without any cause. Anxiety at a certain level can active positive energy and encourage individuals to move or perform useful action. However, if excessive anxiety levels can lead to psychopathology.

According the American psychological Association (2015) defines anxiety as "an emotion characterized by the feeling of tension, worried though, and physical changes, Wooten (2008) also views anxiety as "a negative mood of apprehension accompanied with psychological characteristics. This fear or anxiety in speaking English can make the students do not get a maximal score in English subject. In term of writing, Abu-Rubia & Argaman (2002) investigated the role of language anxiety in the English writing achievement of 70 junior high school EFL students. They found that students with higher language anxiety were inclined to have lower writing achievement. Actually, an anxiety will give negative effect for the students to increase their ability in the foreign language, the students with higher proficiency tents to have lower language anxiety and teacher's supportive attitude to help decrease students language anxiety.

Based on researcher experience in a teaching and learning practice (PPL) at SMAN 3 Tapung, there are some several phenomena and problems that can cause

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students anxiety in performance achievement and decrease their willingness to participate in learning activities particularly in speaking English. Anxiety has received the most attention as an important component of personality trait Savile-Troike (2006:90). The statement indicates that the anxious students will avoid some activities which require them to speak because of the fear of making mistake and over the risk when speaking English. There are the cause language anxiety in speaking English: shyness, lack of vocabulary, and fear of making the mistakes. Beside of that, fear of negative evaluation, fear of speaking inaccurately and fear and shyness are the phenomena of language anxiety according to Zhiping & Paramasivam (2013:5-6).

Because of many factors of language anxiety in classroom activity, there are such strategies that students can use to overcome or reduce their anxiety in speaking English, such as Kondo & Ling's strategies (2004). Strategies are the behaviors and technique they are adopt in their effort to learn. Selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality Savile-Troike (2006:91). In addition, with use of the strategies the students are expected to perform better in speaking English by minimizing their anxiety in the classroom.

Based on previous statement, the researcher is really interested in observing about the students strategies in reducing anxiety in speaking. In this research, only focuses at SMAN 3 Tapung. The researcher choose this school because students at SMAN 3 Tapung have anxiety when their speaking English performance.

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Finally, based on the explanation, the researcher is interesting in analyzing students strategies in reduce their anxiety in speaking English performance. The tittle of this research is **"An Analysis on Students Strategies in Reducing Anxiety in Speaking at SMA NEGERI 3 TAPUNG".**

1.2 Identification of the Problem

In this study, the researcher interested in the students strategies in reducing anxiety at SMAN 3 Tapung. The researcher want to know what are commonly found by the students strategies in reduce in speaking English. Based on researcher experience in a teaching and learning practice (PPL) at SMAN 3 Tapung, the students have language anxiety in speaking English cause: shyness, lack of vocabulary, and fear of making the mistake.

1.3 Focus of the Problem

Based on previous identified data, the data will be analyzed by focusing on the students strategies in reducing anxiety in speaking at SMAN 3 Tapung. The researcher only focus on five strategies in reducing anxiety based on kondo & Ling (2004). There are preparation, relaxation, positive thinking, peer seeking, and resignation.

1.4 Research Questions

Based on the focus of the problem, the researcher construct the questions as follows bellow:

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What strategies do the students apply to reduce their anxiety in speaking English at SMAN 3 Tapung?

1.5 Objective of the Research

In relation to the research question, the researcher formulated objective of the research as follow:

To find out strategies used by student in reducing their anxiety in speaking English at SMAN 3 Tapung.

1.6 Significance of the Research

The result of the study are hoped to give the benefits for students or learners, for teacher and for the future researcher:

1. For students or learners
    a. For the students the result of this research could help to improve their teaching so that the students to be able to speak without having feeling anxious in speaking English
2. For teacher
    a. For the teachers the result of this research could give contribution to choosing appropriate solution and effective models to learning teaching process.
3. For future researcher
    a. For future researcher could be as reference to make related research.

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b. And the other researcher can use the result of this research as a comparative study.

1.7 Definition of Key Term

In order to avoid misunderstanding and errors in interpreting, the researcher would like to define each of the key terms definition as follow:

1. **Speaking**

   Speaking is an interactive process of constructing meaning that involves producing and processing information. Speaking requires that speaker not only know how to produce specific point of language such as grammar, pronunciation, but also that they understand when, why, and what ways to produce language (Brown 2012)

2. **Anxiety**

   Anxiety is feeling of uneasiness and apprehension concerning a situation with an uncertain outcome (Ellis 2011)

3. **Strategies**

   Strategies are specific method of approaching a problem or task, modes of operation for achieving a particular end, or planned designed for controlling and manipulating certain information (Brown, 2001:210)

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance theories

2.1.1 Definition of Speaking

They are many expert has defined definition of speaking according to Brown, McDonough, and Shaw, Nowicka and Wilczynska. Speaking is an interactive process of constructing meaning that involves producing and processing information. Speaking requires that speaker not only know how to produce specific point of language such as grammar, pronunciation, but also that they understand when, why, and what ways to produce language, Brown (2012).

In addition Brown (2001) state speaking skill is the study refers to a skill to express the argument, idea and daily conversation through English as an oral communication. McDonough and Shaw (2003:134) argue speaking is desire and purpose driven, in other words we genuinely want to communication something to achieve a particular end". This may involve expressing an ideas and opinion; expressing a wish or a desire to do something; negotiation or solving particular problems; or establishing and maintaining social relationship and friendship. Meanwhile Nowicka and Wilczynska (2011) state "speaking is an observable, physical and more specifically, acoustic phenomenon, describing one of human activities.

Based on the definition above, the researcher concluded that speaking ability is useful activity in which one person need to use and to communication each other.

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Speaking is one of the components of a language. The existents of speaking is important and cannot be separated by the existent of the language. Its means that there is no interaction exist without speaking. Speaking is the most important element for students when their learning English language.

2.1.2 Speaking Ability

Speaking is a complicated and challenging skill to master, especially for foreign language learners. According to Thornbury (2005) defines speaking as the ability to use oral language. Many language learners assume that the ability to speak as a measure of knowledge of a language. They also define fluency as the ability to converse with other. The students consider speaking as the most important skill that need to be acquired so that they can assess their progress in terms of their achievement in spoken communication.

Furthermore, Murcia (2001) argue that knowing how to speak the language is the most the ability to speak a language is the most basic aspect communication. In brief, speaking ability refers to the students capability to use a language that they have learned for communication. Speaking skills are the most important aspect of determining someone ability to master English

2.1.3 Component of Speaking

A part of that, to speak English there some important component. The component is what aspect influencing how well people speak English. Here is the component of

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speaking skill according Hormailis. According to Hormailis (2003:6) there are four aspects bellow has a great influence in speaking skill, they are:

a. Vocabulary

   Vocabulary is one of the extreme aspect that support speaking activity. It deals with the right and appropriate words.

b. Grammar

   Wrriner in Ramli (2003:6) believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate massage that are comprehensible.

c. Fluency

   Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman in Hormailis (2003:17) states that the fluency is the quality or condition of being fluent. It is skill to use the language spontaneously and confidently and without undue pauses and hesitation.

d. Pronunciation

   Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly (2000) states that to use the stress and the intonation inaccurately can cause problem.

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2.1.4 Definition of anxiety

Anxiety is one of the internal factors in personality besides self-esteem, willingness to communicate and motivation. Anxiety is one of a popular psychology phenomenon. In general anxiety, appears from the physical body as a response to a specific situation. It also identified as a sense of being threatened, apprehension, tension, or worry.

According to Suleimenova (20013), anxiety describes as distress of discomfort of the mind cause by fear of danger or misfortune. It also can be excessive worry about everyday things, constant worry that dominates and interferes with day-to-day functions such as work, school, relationship, and social activities. As far as foreign language anxiety is concerned, different researchers have approached it from different perspectives.

In the same way, Horwitz (2001) argue anxiety is a complicated problem and could make people normal performance in foreign language classroom mostly stressful. Horwizt (2001: 113) also states that anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education.

Ellis (2011) stated that anxiety is the feeling of uneasiness and apprehension concerning a situation with an uncertain outcome. Meanwhile, Dixon (2015) stated that anxiety may come in many factors. Sometime anxiety is accompanied by intense panic, dread, or fear in which an individual may experience chest pain, shortness of breath, racing heart, dizziness, and discomfort. Anxiety can manifest as unwanted, repetitive thoughts and compulsive behaviors that seems impossible to stop. Sometimes anxiety is

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specifically tied to a certain situation, like speaking in public. Some people believe that anxiety is an addition inconvenience for students.

2.1.5 Speaking anxiety

Anxiety is explained as a sort of fear that is manifested by visual signs. I have therefore interpreted the word speaking anxiety as a fear of expressing oneself orally which can be recognized by the physiological signs mentioned above. It is most likely that these signs can obstruct and inhibit one´s ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process. Speech therapist Margaretha Lanerfeldt in Basic (2011) describes speaking anxiety as something that has a great impact on one's self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block ones capacity to act and speak.

Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing. Lightbown and Spada (2003 60-61) also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension. Lightbown and Spada claim however that one should distinguish temporary anxiety or tension from

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anxiety that interferes with a student´s learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

2.1.6 Type of Anxiety

There are two type of anxiety, namely trait anxiety and state anxiety:

1) Trait Anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious in many things. According to Greenberg (2006) states that trait anxiety is "a general series of anxiety not specific to a particular stimulus". Trait anxiety has also recently been shown to be a multidimensional construct which interacts with specific types of situational stress to influence the level of state anxiety experienced.

According Abdillah V (2018) states that trait anxiety is more intense that depends on ones individual regardless of the situation. In this case, someone with trait anxiety experiences anxious in every time. In other word, Ormrod (2011) clarified trait anxiety may appeared even in nonthreatening situation. He continued that this kind of the anxiety can be a character of a person.

2) State Anxiety

According to Ellis (2011) stated that state anxiety is temporary feeling of anxiety elicited by threatening situation. It means that the person only experience the anxiety in a given situation. The kind of this anxiety is also temporary. It is because the person only feels anxious in an event which can be dangerous for him.

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Briefly, the trait and the state anxiety are differed by the situation and duration. Someone with trait anxiety may feels anxious in every condition in long duration. It can be happened when the other people feel relax. On the other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him. That is why the kind of this anxiety is happened temporary. The anxious feeling will disappeared when the person passed the dangerous event.

2.1.7 Aspect of Anxiety

According to Deffenbacher and Hazaleus in Ghufron & Suminta (2009) suggest that the source of the cause of anxiety includes the following:

a. Worry is negative thought about himself, such as a negative feeling that he is clearer than his friend. Shah (2000) classified as physical component, such as dizziness, abdominal pain, sweaty hand, nausea, dry mount, nervousness, and other.
b. Emotionality as a self-reaction to autonomic nerve stimulation, such as heart palpitations, cold and tense sweat that cause panic or fear.
c. Disturbance and obstacle in completing task is someone tendency who is always depressed because thinking of the task. This is mention by Shah (2000) as mental or cognitive, such as attention like shyness and memory disruption, irregularities in thinking, and confusion.

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2.1.8 Levels of Anxiety

According to Stuart (2013), there are four levels of anxiety that experienced by individual:

a. Mild Anxiety

Mild anxiety related with tension in daily life and causing someone to be worry. This level of anxiety is normal in life because it can increase the motivation to make the individual is ready to act.

b. Moderate Anxiety

Moderate anxiety is allowing someone to focus on important thing and exclusion others. In this condition, the individual still can learn directives from other people. Stimulus from outside not be able internalized properly, but individual really pay attention for the thing that become a center of attention.

c. Severe Anxiety

Severe anxiety greatly reduces the area of people perception that has tended focus on something that is detailed and specific. Someone requires a lot of guidance to be able to concentrate on one area. In this circumstance, someone will focus attention on specific details to reduce anxiety and require many direction to focus.

d. Panic

Panic related to fear because of experience loss of control. Individuals who experience panic are not able to do anything even with direction. If the panic condition comes continuously, it will make a death.

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2.1.9 Definition of Strategy

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information (Brown, 2001). According to Savile-Troike (2006: 91) strategies are the behaviors and technique they adopt in their efforts to learn. Selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality. Strategies are especially important for language learning because they are tools for active, self- directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence. Learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning to- learn skills, thinking skills, and problem- solving skill. So, learning strategies are the way students learn a wide range of subject.

2.1.10 Strategies in Teaching Speaking

According to Thornbury (2015), classified teaching speaking strategies in to three different categories: awareness-raising activities, appropriation activities, and towards autonomy. These strategies include:

1. Awareness-rising activities are the activities that are used to uncover the gaps that the students face in their English speaking learning. The awareness-rising activities itself involves the process of how the learners pay attention, noticing

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and understanding thing being spoken. The English speaking teaching strategies can be used to support awareness-rising activities include using recording and transcript, using live listening and noticing gap activities.

2. Appropriation activities are the activities that are used to facilitates learners to learn their English speaking from other person as appropriation itself is created to capture better sense of learning, the collaborative construction. The English speaking teaching strategies can be used to support appropriation activities include drilling and chant, writing task, and dialogues.
3. Towards autonomy is the condition where the English speaking teaching strategies are taken further to make the learners build their autonomy, classroom speaking activities that involve minimal assistance, and when learners can take risk and boost their confidence, provide an important launch pad for subsequence real-world language use. The English speaking teaching strategies can be used to support towards autonomy include simulation, discussion, and debates.

2.1.11 Strategies in Reducing Students' Anxiety in Speaking English

According to Kondo & ling (2004) state that there are five strategies to reducing language anxiety in speaking English, namely relaxation strategy, Preparation Strategy, positive thinking strategy, peer seeking strategy and resignation strategy.

1. Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. There are several typical items such as : try to get used to using English study hard, prepare self-better, peruse the material before called on the

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teacher, ask for help from friends, check dictionary, ask the teacher some questions, practice English in mind, think carefully about where having trouble, concentrate on the class, listen carefully to what classmates say in class, try to perform the best, try to read carefully, ask the teacher to speak more slowly, try to guess the meaning of a dificult passage, try to obtain good summaries of lecture notes, try to make a habit of studying English every day. Use of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

2. Relaxation

Relaxation is involves tactics that aim at reducing somatic anxiety symptoms. There are several typical items such as : take a deep breath, try to relax, try to calm down, close eyes, pretend to be calm, shake body, touch hair, play with hands, look at watch, write "people" on palm and swallow it.

3. Positive Thinking

Positive Thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. The items of positive thinking are; try to be confident, tell our self that English is not so important, try to think positively, tell our self that we will be ok, try not to think of people around, believe in our self, try to enjoy the tension**,** think of favorite song, cheer up, imagine our self-giving a great performance, tell our self that we can do it, tell our self that we be better than the others. These strategies is intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student.

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4. Peer Seeking

Peer seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison. The typical items of peer seeking are: tell our self that difficult problems for us are also difficult for the others, tell our self that the others must also be anxious, look for others who are having difficulty understanding the class, look for others who are having difficulty controlling their anxiety, ask students around us if they understand the class, talk with friends around us, look around and deliberately perform poorly.

5. Resignation

This category is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. The typical items of resignation are: give up, don't make useless resistance, accept the situation, just try to put up with the situation, sleep in class and stop paying attention.

2.2 Relevance Studies

In this part, researcher reviews tree studies which had been conducted by other researcher as following: The firs research is conducted by Hasnawati Latief and Awalia Azis (2020) study entitle: "*An Analysis Students' Strategies in Overcoming Anxiety In Speaking English (A Descriptive Research of the Third Semester English Department at Muhammadiyah University of Makassar)* This study aimed to find the students' strategies

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in overcoming their anxiety inspeaking English. The data was collected from third semester students of English Department who learned Speaking English Subject. This study used descriptive quantitative research design. The instruments used were interview and questionnaire. The interview was distributed to 21 students from class BG3B, based on the result of interview the researcher took 4 students who had not anxious and 17 students had anxious to gave questionnaire. The interview used as got sample. The questionnaire used was Likert' scale. Based on the result of questionnaire, the students preferred to relexation strategy to overcome their anxiety in speaking English.

The second research is conducted by Ummu Rasyidah and Evi Kasyulita (2016) study entitle: "Students Anxiety in English Learning (A STUDY AT THE EIGHT GRADE OF SMP N 1 TAMBUSAI)". This research was conducted to investigated hoe are the students strategies in reducing their anxiety in speaking English and what are the factors affecting students anxiety in speaking English, as well the students. This study employed qualitative. The participants of this study were 30 students class in on junior high school in Dalu-Dalu. The data ware obtained from questionnaire and interview.

The third research is conducted by Rio Pratama (2018) English Education Study Program Language And Arts Education Department Teacher Training And Education Faculty Tanjungpura University Pontianak study entitle: "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 problem of this research was student's anxiety in public speaking class

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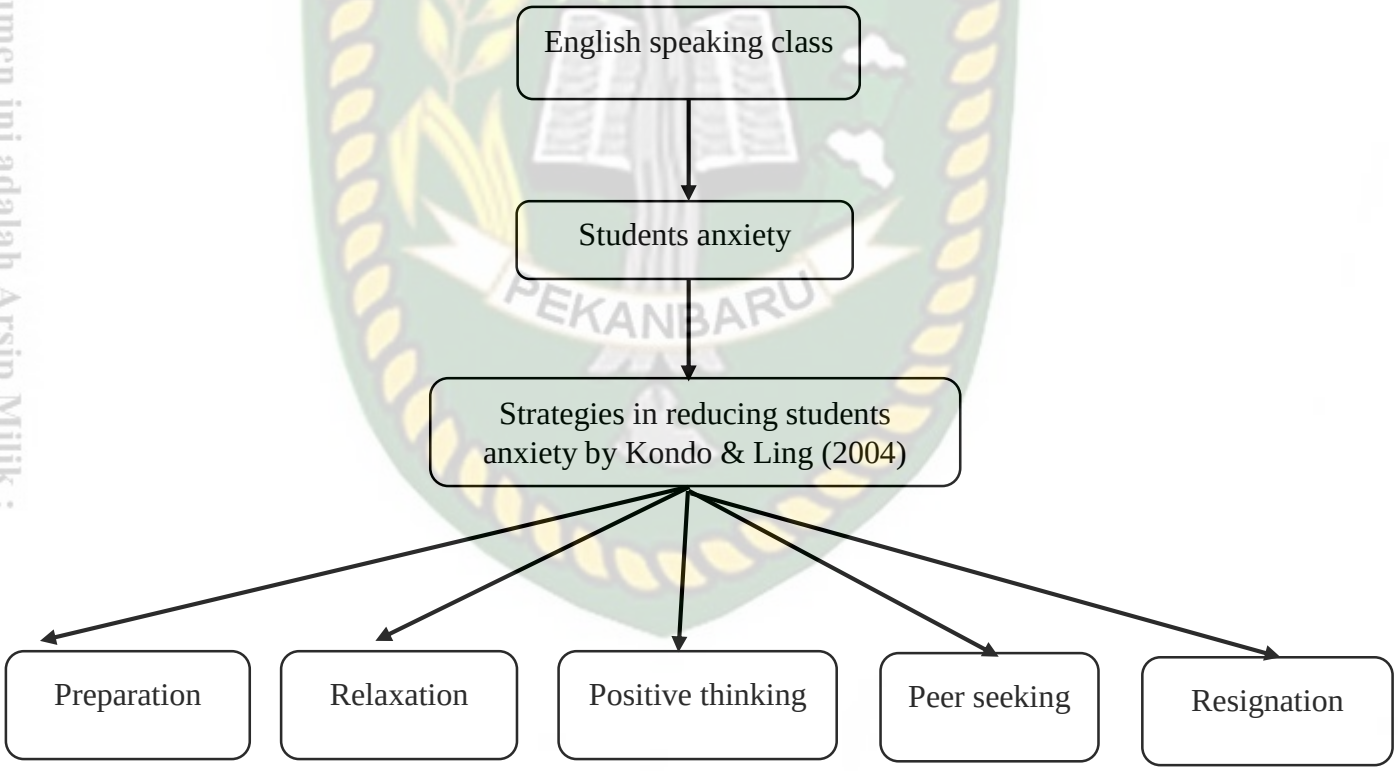
and how to overcome it. Based on the research problem, the designed of this research is case study. The subject of this research is one students (Mr X) who was some criteria of having the experience in public speaking anxiety, having the strategies to overcome the anxiety and has semi structured interview and direct observation. The result of this study showed that rehearsal, relaxation, visualization, gestures, and using note card were the strategies to overcome speaking anxiety in public speaking class.

2.3 Conceptual Framework

Figure 2.1 conceptual framework



This research investigation the students anxiety and their strategies to reduce it in their speaking performance of teaching and learning process at EFL classroom. Students anxiety refers to the feeling about worries and fear often students in classroom interaction.

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In this research, researcher focused on investigating the strategies that was used by the students to reduce their anxiety, and then the researcher categorized their strategies based on Kondo & Ling (2004) theory as the comparison theory.

2.4 Assumption

Based on the problem and the phenomenon stated on the previous chapter where the researcher assumed between five strategies to reducing anxiety namely preparation, relaxation, positive thinking, peer seeking, and resignation, the students most using the preparation strategy to reduce their anxiety. Because preparation is the important think before doing the speaking English performance.

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CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research employed the descriptive qualitative method. Sugiyono (2009) who stated that qualitative research is descriptive; it means that collecting data is in the form of words rather than the number. Otherwise, Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018). Furthermore, the purpose of qualitative research focuses and deal with promoting a deep understanding of a particular phenomenon such, environment, a process, or even belief. In this case, the research collected, analyzed, and interpreted the data than described it. This method intended to describe everything related to the topic of the research. Which was described the students' strategy to reduce their anxiety in speaking performance. To find qualitative data in this research, the researcher obtained the data namely to find out the students' strategy to reduce their anxiety through the combination of observation, interviewing, document collection.

3.2 Location and Time

This research will be conducted at Senior High School 3 Tapung that located on Jl. Garuda Petapahan Jaya, Tapung, Kampar. The study will begin in March 2022 until Mei 2022.

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3.3 Population and Sample

3.3.1 Population of the Research

The population of the research were the students of SMAN 3 Tapung consist of the XI grade semester academic year of 2022/2023. It consists of four classes. The total numbers of population were 80 students.

TABLE 3.1

Population of the Study

NO	Clases	Number of Students
1	XI MIPA 1	**20**
2	XI MIPA 2	**20**
3	XI IPS 1	**20**
4	XI IPS 2	**20**
	TOTAL	**80**

3.3.2 Sample of the Research

This research used purposive sampling technique in getting data and then focused on English speaking class. According to Sugiyono (2009) Purposive sampling is the researcher should know the characteristics of informants and assume that the selected informants will be able to give information or data in relation to the research problems based on the research design. The researcher selecting the students of the research, the researcher chose the students based on speaking English material in the class actively. The researcher only took one class each consist of 20 students. The researcher

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only choose class of XI MIPA 1 as the sample in this research. The researcher interview 10 students the researcher subject and observed 15 students who performed only in the subject to cover all of the students in eleven grade in SMAN 3 Tapung in academic year of 2022/2023

3.4 Instrument of the Research

Several instruments were employed to support this research, instruments that were employed in this research as like:

1. Observations sheet

In this research, the researcher used observation to get the data in the classroom. The researcher observed 15 students as the participants in this research. In addition, the observation was conducted to find out the real or factual situation of the teaching process and to understand the natural environment as lived by participants, without altering or manipulating it. In assessing the observation sheet, the researcher will use the following indicators:

Table 3.2

Blue print of Indicator

No	Indicators	Items
1	Preparation	1, 2, 3
2	Relaxation	4, 5, 6, 7
3	Positive Thinking	8, 9
4	Peer Shaking	10, 11
5	Resignation	12,13,14

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2. Interview

The interview is a way of collecting data by delivering some questions to the informants directly so that the researcher interviewed the students. It was used as an instrument to get information or data about the students' strategy used to reduce anxiety in speaking English performance. The researcher will interview 5 until 10 students as the participants in this research. In conducting an interview, the researcher used the semi-structured interview. After the class end, the researcher interviewed the students who had speaking performance to get information or data about their anxiety effect and the strategy to reduce their anxiety. Hence, the researcher formulated the question protocol that consists of seven question.

3.5 Data Collection Technique

As this study aimed to give a detailed analysis of factors causing language anxiety of EFL learners in the classroom presentation, the following procedure of collecting data cover several types:

1. The researcher attended to the classroom to observe the students' performance and asked permission from the teacher for doing observation until the end of the presentation.
2. The researcher observed the whole speaking class in the classroom for each meeting constantly until the researcher got enough data.
3. At the end of exploring the research, the researcher carried out the interview of the students, the interview conducted as the semi-structured in-person interview to focus on the collection of students' performance and "effective" coping strategies that the students

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frequently adopted in the presentations. The data from this instrument revealed the strategy that may use students to reduce anxiety in speaking English performance. In order to avoid the participants becoming anxious in the interview, the researcher focused on interaction which created a friendly and comfortable interview atmosphere to produce reliable information.

4. The research transcribed, identified, and classified the data from the observation and interview the students

3.6 Data Analysis Technique

After the data collected, the researcher analyzed the observation and interview result. In process of data analysis, the researcher transcribed the data from audio recording into the written transcript. It was related to Kaelan, (2005), data analysis is a process of raging the data orderly, organizing in one pattern, category, and describing the data unity. Based on the explanation above, the data should be ordered, grouped based on the pattern, category and unity. So, it makes easy for the researcher to analyze the data. The researcher used qualitative data analysis based on Miles & Huberman's theory (1994) in Atmowardoyo (2010), which stated that the data was collected then analyzed. The results of the analysis are displayed then verified. Which stated that the data is collected then analyze. The analysis consists of three steps of activities: data reduction, data display, and conclusion and verification.

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1. Data reduction

Data reduction means choosing, focusing attention on simplifying, abstracting and transforming the raw data. In the process of data reduction or reducing data, the qualitative data can be transformed and simplified in several ways; selecting, summarizing, grouping, categorizing, coding or parting. It means data reduction is the process where the researcher would identify and choose the most important part which is relevant to the topic. So, this analysis would focus on observing the suitable data of the research and interview the students which questions had been formulated until data was saturated

2. Data Display

After the data was reduced, the next step is data display. The display means a group of information that would lead the researcher to draw the conclusion. The data display would transform or transcribe from video and audio record to be the text description. By displaying the data, it could be seen what the data should be reduced or taken. The presentation of this data was equipped with data analysis that included analysis of observation results, and analysis of interview results.

3. Conclusion or verification

The last step in this process was the conclusion or verification. The researcher made the conclusion based on the data display like the new theory and it also could answer the research questions above. The researcher concluded about students' anxiety effect in students' speaking performance and also their strategy in reducing their anxiety in speaking English performance.

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CHAPTER IV

RESEARCH FINDING

4.1 Data Description

This chapter deliberated and described the obtained-data of the research that has been conducted under the title *an analysis of student's strategies in reducing anxiety in speaking English at SMAN 3 Tapung* in qualitative research. The findings consist of the data obtained through classroom observation and interview the students based on the descriptive qualitative research design in SMAN 3 Tapung. The researcher collected the data from June 13rd 2022 until 22nd 2022. The researcher interview the students in classroom with 6 question and observation was 30 minutes in each meeting.

The sample was taken around 20 students in one class at SMAN 3 Tapung, and the final choosen sample were revealed to be 10 students for observation and 5 students for interview, so totally of the sample are 15 students. These researcher finding of the data obtained through two steps. First, data from observation sheet. The researcher observation students in classroom to analyze the students' strategy use to reducing their anxiety. Second, the interview defiantly employed to find the data in answering research question that the researcher formulated which consist of the strategies that students' apply in reducing their anxiety in speaking English. Particularly, the researcher showed the findings by showing the field note observation of instruments research in the classroom.

As the result for this research that has been conducted under qualitative method, Sugiyono (2009) who stated that qualitative research is descriptive; it means that collecting data is in the

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form of words rather than the number. Otherwise, Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible (Atmowardoyo 2018). Furthermore, the purpose of qualitative research focuses and deal with promoting a deep understanding of a particular phenomenon such, environment, a process, or even belief. In this case, the research collected, analyzed, and interpreted the data than described it. The researcher finally can give a detailed description about the collected data below.

Strategies in Reducing Anxiety in Speaking English

The strategies to reduce the students' anxiety as the final conclusion from the data were taken by the researcher with doing observation and interview to the students on the 2nd semester at the XI MIPA 1 grade of SMAN 3 Tapung. Consequently, this part is the objective of this research that presented the strategies to reduce the anxiety in students speaking English performance. From the doing observation and interview, the researcher classifies some categories about the strategies that were used by the students to reduce their anxiety in speaking English performance, like preparation, relaxation, positive thinking, peer seeking, and resignation.

1. Preparation

Table 4.1 Result of field note

Subject	Notes	Yes	No
Strategies to reduce the anxiety	1.bring a book or notes	√	
	2.prepare self-better	√	
	3.concentrate on the class	√	

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From table 4.1 it can be described the strategy from preparation is bring a book or notes. Based on the result of observation was conducted the students, the researcher found there were some student bring a book or notes when they did speaking performance at the class. From the totally 10 students as the sample of the observation in this research, 8 students bring a book or notes, and only 2 students didn't bring a book or notes at the speaking performance. A reason why the students bring a book or notes at the speaking performance is as the handle that could treat their nervousness as they stand in front of the class. The statement were supported by the result of interview, as stated that "I bring like book or notes, so notes as the media for me to reduce my groggy or nervous at the speaking performance". According the data, the researcher can concluded that bring a book or notes as the strategy used to by students as the strategies to reduce their anxiety at speaking performance.

From table 4.1 it can be described the strategy from preparation is prepared self-better. From the result of observation this research, the researcher found many student prepare them self-better first before speaking performance. From 10 students, 9 students prepare them self-better, and only 1 student are not prepare his self before speaking performance. They are prepare them self-better to reduce their anxious and shyness when did speaking performance at the class. The statement were supported by the result of interview, as stated that "I prepared my self-better". Based on the data, the researcher can concluded that prepared self-better is the one of strategy used to by students to cover their anxiety or nervousness that the felt anxious at the speaking performance.

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From table 4.1 it can be described, strategy from the preparation is concentrate on the class. From the result of observation this research, the researcher found were some students concentrate on the class. From 10 students, 7 students concentrate on the class, and only 3 students didn't concentrate on the class when speaking performance. They are concentrate on the class to overcome their anxiety when speaking performance. The statement were supported by the result of interview, as stated that "I always focus or concentrate on the class from the start until finish when speaking performance". Based on the data, the researcher know concentrate on the class is important to cover their anxiety or nervousness that they felt anxious at speaking time.

2. Relaxation

Table 4.2 Result of field note

Subject	Notes	Yes	No
Strategies to reduce the anxiety	1.gesticulate	√	
	2.inserting hand in the pocket		√
	3.swaying foots	√	
	4.seems to take deep breath	√	

Based on the table 4.2 it can be described the strategy from relaxation is gesticulate. Based on the result of observation was conducted the students, the researcher found there were all of student doing gesticulate when they did speaking performance at the class.

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From the totally 10 students as the sample of the observation in this research, 10 students always doing gesticulate, and 0 students didn't doing that at the speaking performance. A reason why the students doing it because it's a reflex movement of their body when they felt the anxious at the speaking performance time. The statement were supported by the result of interview, as stated that "lean back beside the wall and then shake the hand". So the researcher got the point, gesticulate is the one of strategy to cover the anxiety or nervousness that they felt at the performance time. The students did this strategy when they felt nervous until they feel enjoy again. During the observation, researchers also saw many students always shook their hands when they were speaking so they did not look nervous.

Based on the table 4.2 it can be described the strategy from relaxation is inserting hand in the pocket. From the result of observation this research, the researcher found students inserting hand in the pocket at speaking performance time. From 10 students, only 2 students did inserting hand in the pocket, and 8 student didn't inserting hand in the pocket at speaking performance time. Inserting hand in the pocket is one of the body reflex movement made by students to overcome their anxious. But only a few students did this strategy. The statement were supported by the result of interview, as stated that "yes, sometimes I put my hands in my pocket when I feel anxious". According from the observation, the researcher can concluded that inserting hand in the pocket is one of the strategy to cover students' anxiety. However, this strategy is not widely used by students to reduce their anxiety at speaking performance.

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Based on the table 4.2 it can be described the strategy from relaxation is swaying foots. Based on the result of observation was conducted the students, the researcher found there were many of student did swaying foots when they did speaking performance at the class. From the totally 10 students as the sample of the observation in this research, 9 students always did swaying foots, and 1 students didn't doing that at the speaking performance. Like gesticulate, swaying foots is their reflex movements. And a reason why the students did it because it's a reflex movement of their body when they felt the anxious at the speaking performance time. The statement were supported by the result of interview, as stated that "other than shaking hands, I also swaying foots too". Therefor the researcher got the point, swaying foots is the one of strategy to cover their anxiety or nervousness that they felt at the performance time. The students did this strategy when they felt nervous until they feel enjoy again. During the observation, researchers also saw many students always swaying foots when they were speaking so they did not look nervous.

Based on the table 4.2 it can be described the last strategy from relaxation is seems to take a deep breath. From the result of observation this research, the researcher found many student seems to take a deep breath at speaking performance time. From 10 students, 9 students seems to take a deep breath, and only 1 student didn't seems to take a deep breath at speaking performance. They are using respiration strategy to reduce their anxiety when they felt anxious. It seems like taking breath from nose and then breath it slowly to the mouth. . The statement were supported by the result of interview, as stated that "like take a deep breath and then exhale slowly miss". From the explanation the

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researcher got the point that some students reduced their anxiety by inhaling deeply. According to their confession, by doing breathing arrangement or resignation, then they would feel a bit relax and focus to performance again. It is also seen when they were speaking performance.

3. Positive thinking

Table 4.3. Result of field note

Subject	Notes	Yes	No
Strategies to reduce the anxiety	1.self-confidence	√	
	2.thinking positively	√	

From table 4.3 it can be described the strategy from positive thinking is self-confidence. Self-confidence is a mental attitude that involve that process of incorporating constructive through, word, and images for the development of our mind. Furthermore, this category is needed to face our decrease mental that caused by anxiety. We realize that thinking is a key to do something. So that we have good thinking perception, we would do a good thing and if we have bad thinking perception, we would weak in doing something.

Based on the result of observation was conducted the students, the researcher found there were some students using self-confidence strategy to reduce their anxiety when they felt nervous and groggy when they did speaking performance at the class. From the totally 10 students as the sample of the observation in this research, 8 students using

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self-confidence strategy, and only 2 students didn't using self-confidence strategy to reduce their anxiety at the speaking performance. The statement were supported by the result of interview, as stated that "must be kept confident". The Students explained that confidence was important to fight the nervousness or fear that they often felt to perform optimally. The students think that their ability can be able to perform the performance. The confidence who cultivate in their minds would make them calmer in performing. And from the statement, the researcher concluded Self-confidence building is more important in everything that we do to make our activity running well. Then, this aspect is very useful to reduce anxiety especially for the students in doing the teaching and learning activity.

From table 4.3 it can be described the strategy from positive thinking is think positively. From the result of observation this research, the researcher found many students using think positively as the strategy to reduce their anxiety at speaking performance. From 10 students, 9 students using think positively to reduce their anxiety, and only 1 student didn't using think positively to reduce their anxiety. A reason why students was using think positively to reduce their anxiety, because when we always think something that can trigger our self-motivation when we are facing nervous, thus automatically the anxiety will disappear by itself. Furthermore, the researcher concluded thinking positively about all activities in learning as a place to cultivate or develop the knowledge in reaching the achievement. In other words, think all activities in learning as the Process of Learning to be the best and not directly be the best without any process.

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4. Peer seeking

Table 4.4 Result of field note

Subject	Notes	Yes	No
Strategies to reduce the anxiety	1.looking at the comfortable audience	√	
	2.look around and deliberately perform poorly		√

Based on the table 4.4 it can be created the strategy from peer seeking is looking at the comfortable audience. Based on the result of observation was conducted the students, the researcher found there were some students did looking at the comfortable audience when they did speaking performance at the class. From the totally 10 students as the sample of the observation in this research, 8 students always did looking at the comfortable audience, and only 2 students didn't doing that at the speaking performance. And a reason why the students doing it because when they felt anxious, they looked toward the audience or friends who enjoy or happy so it could stimulate them to stay enjoy in his speaking performance. The statement were supported by the result of interview, as stated that "I look at the audience, so that my speaking is running well again". So the researcher got the point, looking at the comfortable audience is important to cover their anxiety.

Based on the table 4.4 it can be created the strategy from peer seeking is look around and deliberately perform poorly. Based on the result of observation was conducted the

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students, the researcher didn't found students using this strategy. From the totally 10 students as the sample of the observation in this research, all of students didn't using this strategy when speaking English performance. When the researcher asked to students in the interview section, why they didn't using this strategy, because this strategy can't helped them to reduce their anxiety when they felt anxious. Moreover, some students descript this strategy was too foreign and then they didn't know about this strategy. According the data, the researcher concluded look around and deliberately perform poorly as the one of strategy to reduce the students' anxiety but, this strategy is not recommended to applied by students.

5. Resignation

Table 4.5 Result of field note

Subject	Notes	Yes	No
Strategies to reduce the anxiety	1.not paying attention		√
	2.give up		√
	3.accept the situation		√

From table 4.5 it can be described strategy from resignation is not paying attention. Based on the result of observation was conducted the students, the researcher didn't found students using this strategy. From the totally 10 students as the sample of the observation in this research, all of students didn't using this strategy when speaking English performance. When the researcher asked to students in interview section, why they didn't

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using this strategy, because this strategy can't helped them to reduce their anxiety when they felt anxious. Moreover, some students descript this strategy not suitable to implemented. According the data, the researcher concluded not paying attention as the one of strategy to reduce the students' anxiety, but from the result the researcher found it was the lowest strategy that students used to reduce their anxiety in speaking English. And this strategy is not recommended to applied by students.

From table 4.5 it can be described strategy from resignation is not give up. Based on the result of observation was conducted the students, the researcher didn't found students using this strategy. From the totally 10 students as the sample of the observation in this research, all of students didn't using this strategy when speaking English performance. When the researcher asked to students in interview section, why they didn't using this strategy, because this strategy can't helped them to reduce their anxiety when they felt anxious. Moreover, some students descript this strategy not suitable to implemented. And then students said "I shouldn't give up when I feel nervous while perform" According the description, the researcher concluded not give up as the one of strategy to reduce the students' anxiety, but from the result the researcher found it was the lowest strategy that students used to reduce their anxiety in speaking English. And this strategy is not recommended to applied by students.

From table 4.5 it can be described strategy from resignation is accept the situation. Based on the result of observation was conducted the students, the researcher didn't found students using this strategy. From 10 students, only 2 students did accept the situation, and 8 student didn't accept the situation, in speaking performance. When the researcher

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asked to students in interview section, why they didn't using this strategy, because this strategy can't helped them to reduce their anxiety when they felt anxious. Moreover, some students descript this strategy not suitable to implemented. According the data, the researcher concluded accept the situation as the one of strategy to reduce the students' anxiety, but from the result the researcher found it was the lowest strategy that students used to reduce their anxiety in speaking English. And this strategy is not recommended to applied by students.

4.2 Data Analysis

Result of strategies in Reducing Anxiety in Speaking English

Subject	**Notes**	**Result the data from observation sheet**		
		students	**yes**	**No**
Strategies to Reduce the Anxiety	1. Bring a book/notes	**10**	**7**	**3**
	2. Prepare Self-better	**10**	**9**	**1**
	3. Concentrate on the class	**10**	**8**	**2**
	4. Gesticulate	**10**	**10**	**0**
	5. Inserting hand in pants pocket	**10**	**2**	**8**
	6. Swaying foots	**10**	**8**	**2**

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	7. Seems to take a deep breath	**10**	**9**	**1**
	8. Self confidence	**10**	**8**	**2**
	9. Think positively	**10**	**9**	**1**
	10. Looking at the comfortable audience	**10**	**8**	**2**
	11. Look around and deliberately perform poorly	**10**	**0**	**10**
	12. Not paying attention	**10**	**0**	**10**
	13. Give up	**10**	**0**	**10**
	14. Accept the situation	**10**	**2**	**8**

In this section, the researcher found some students activities that were done at the beginning or during the speaking performance. It can be concluded as part of the strategy to reduce their anxiety. This is because the results of the analysis showed that when the students were doing a performance, the symptoms of anxiety that appeared before to be reduced. Some students' strategies that can be seen in the above table as like:

The first, students brought the book or note during the speaking performance. These activities seemed to help the students to have more confidence in conducting speaking performance. So in the process of speaking, the students' performance seemed fluent. The second was doing other activities before the performance. They are doing the activity like prepare them self-better, so when they would to performance they are also ready. And these activities is useful for them to

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reduce their anxiety. And also the activity to cover the nervousness that they experienced before doing a performance. The third was gesticulate, and swaying their foots. It is also done by students in order to mask and reduce the anxiety on themselves while speaking took place. Other activities undertaken by students is like in the fourth part that students were seen breathing deeply when they were anxious. So by taking a deep breath and being calm makes them felt more relaxed in speaking English. The fifth, the students trying increased their self-confidents to reduce their anxiety in speaking English at the class. And the last, their also thinking positively, this strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student. This is the same as Students must be self-confident and always think positively various ways to think positively.

There was one research question proposed in this study. This research focused on the students' strategy to reducing anxiety. Based on the research findings, the researcher got the result of there are five students strategy use for reducing speaking anxiety in English.

The strategy is a method, technique or steps taken by someone to enhance, develop or resolve their own activity. Considering that, this final research objective was to find the strategy that used by the students to resolve their problem in learning and teaching problems. There were so many previous theories concerning the types of strategies in learning and teaching aspects such as O'Malley and Chamot (1990) theory, Brown (2001), Savile-Troike (2006), and many others. Furthermore, in education aspect, the strategies were used by the Educators or learners in the learning process. Hence, this

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strategy used to reduce the students' anxiety. Not only used by the students themselves but also the teachers. There were so many researchers that conducted the strategy in reducing or overcoming the students' anxiety, some of them were Kondo and Ling (2004) as a grand theory on this research that conducted *the strategies for coping with language anxiety*, their Findings suggested 70 basic tactics for coping with language anxiety that cohered into five strategy categories: Preparation (e.g. studying hard, bring the book or notes, and prepare self better), Relaxation (e.g. taking a deep breath, trying to calm down, shaking the body), Positive Thinking (e.g. imagining oneself giving a great performance, trying to enjoy the tension, cheer up), Peer Seeking (e.g. looking at the comfortable audience, asking other students if they understand the class), and Resignation (e.g. giving up, accept the situation).

Other supporting research from Tsiplakides & Keramida, (2009) employed some interventions to reduce foreign language speaking anxiety as follow:

1. Project work

   The advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language.

2. Establishing a learning community and a supportive classroom atmosphere

   Creating a learning community that provides the environment for "optimal motivation" and a "collaborative atmosphere" (Gregersen, 2003) can help reduce the fear of errors. As like; Teacher-students relations, providing indirect, rather

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than direct correction, accept the need for self-worth protection, Teacher immediacy, and Provision of praise that had explained in their study.

On the other hand, there are so many researcher conducted this issue, like Smits (2008) had been shown to be efficacious for the treatment of depression, and initial studies indicate similar efficacy for the treatment of anxiety conditions. Spalding, (2003) this research was to gain an understanding of how the preoperative education process is beneficial in reducing anxiety for patients awaiting a total hip replacement provided in one National Health Service Trust in England. Watt (2006) used a cognitive behavioral approach to reducing anxiety sensitivity decreases Pain-related anxiety.

In consequence, this research concluded with referred from those references. Some of the references presented the theories or practices of strategy in reducing or overcoming the anxiety in learning. Thus, this research presented some different strategies that conducted from the students' direct practice in their speaking English performance in the classroom although there are some other strategies that had same with the previous study like Kondo & ling (2004) research. In the finding of this research displayed the conclusion of interview data about the strategies used by the students to reduce their anxiety when they were speaking English performance. From the previous discussion section of this research, the researcher classifies some categories about the strategies that were used by the students to reduce their anxiety in speaking English performance, like preparation, relaxation, positive thinking, peer seeking, and resignation.

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4.2.1 Preparation.

Preparation is one of important component in training students to be fluent speaking English. Students usually study hard a try to obtain good summaries of lecture notes. By using these strategies would be expected to increase students‟ subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class. Suitable for Kondo and Ling (2004: 262) the preparation refers to the learners by improving learning and learning strategies. In this way, the learner's mastery of the subject Substance will increase and therefore will reduce anxiety Associated with language courses.

4.2.2 Relaxation.

Relaxation is feel enjoy in speaking English make them could feel very confident and certainly make them easier in speaking English and convince their selves that they can speak English. Therefore relax first in speaking English is very important to help our fluency in speaking English. By taking a deep breath and being calm makes them can feel more relaxed in speaking English if they did not pray they feel afraid, they was why they needed to do it.

4.2.3. Positive Thinking

Positive thinking is characterized by cooling down of pressure problematic cognitive processes that underlie students‟ anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious students. This is the same as Students must be self-confident and always think positively various ways to think positively Kondo &

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Ying-Ling (2004) also explained these Various methods of doing positive thinking are trying to be confident, imagine yourself doing well, think Something pleasant, or without considering the consequences.

4.2.4 Peer seeking

Peer seeking is strategy distinguished by students' willingness to look for other students who seem to have trouble understanding in the class and or controlling their anxiety. In this case some students choose the smart students than lazy students, because the smart students can make them motivated and attention to speak. And this strategy can help them to reduce in speaking anxiety.

4.2.5 Resignation

The resignation is the final strategies, but researcher did not get it. It is because students need to change their behavior. To change the behavior students have to do the behavior, but it will not help students if they still feel bad about them self and they still unanswered their own problem by found the solution.

Based on the explanation above, the researcher got the bold line, that there are fourth strategies in reducing speaking in English. Kondo&Ling (2004) stated that are five strategy that use by students in reducing speaking in English. Namely: Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation. But in this research, the researcher only got four strategies, they are Preparation, Relaxation, Positive Thinking and Peer Seeking. And for the resignation strategy must be more evaluated before used to by the students to reduce their anxiety in speaking English performance.

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CHAPTER V

CONCLUSIONS, IMPLICATION AND SUGGESTION

This chapter presents conclusions, implications and recommendations based on analysis data. The conclusions are deduced from the findings and discussions. Beside the conclusions, this chapter also provide implications of the study. The last part of this chapter is the recommendations which are addressed to the English teachers, the students and the future researchers who are going to conduct a study in the similar context.

5.1 Conclusions

This study was conducted to investigate observation students' strategies in reducing students' anxiety in speaking English at SMAN 3 Tapung. Referring to the findings and discussion explained in the previous chapter, several conclusions could be drawn. Speaking anxiety is often experienced by the students in the classroom. The students help themselves to reduce their anxiety by applying some strategies namely: preparation, relaxation, positive thinking, peer seeking, and resignation. Based on the result of the research, the researcher would like to highlight and conclude the students' strategy to reduce their anxiety in speaking English performance.

From the totally students as the sample of the research, the higher percentage of students used the preparation as the strategy to reduce their anxiety in speaking English performance at the class. They described the preparation strategy was important thing before doing speaking English performance, and it can helped them to reduce their anxious and nervousness. And the lowest percentage strategy used by the students is resignation strategy. Based on the data only two student choose this strategy. They

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described the resignation strategy can not help them self when their felt anxious and nervous in English performance at the class.

The result of study in this research is suitable with the researcher assumption about the students' strategy in reducing anxiety in speaking English. The researcher assumption in this research the students most used the preparation strategy to reduce their anxiety in speaking English performance. And from the result, the researcher got the higher or the most strategy used by the students is the preparation strategy.

5.2 Implications

In relation to the conclusions of the study presented, it can be argued that investigating students' strategies in reducing students' anxiety in speaking English could provide new information, knowledge and consideration for better implementation of strategies in dealing with speaking anxiety problem. Findings of the study clarify that the appropriate strategies need to be considered in reducing students' English speaking anxiety.

Indeed, the use of strategies that were found may extend the advantages or benefits that need to be achieved by students. The strategies applied by students in reducing their anxiety must be supported from the teacher at the class. The teacher must be having the strategy too for support their students to reducing students' anxiety in speaking English. It implied that both students' and teachers' strategies play an important role in providing a contribution to students' speaking anxiety. It also helps the students to reduce the feeling of anxiety and build their confidence in speaking English. To sum up, investigating

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students' strategies in reducing students' anxiety in speaking English have an implication for a better English teaching and learning process and gain more advantages of the strategies itself.

5.3 Suggestion

1. The Teachers

a. For the teachers, they are recommended to recognize the reasons that underlie students' anxiety and employ appropriate strategies based on the causes of students' anxiety in speaking English. The teachers could pay more attention towards students who are passive and less participation by encouraging them to speaking actively. They could encourage and give the opportunity for their students to speak more in class in order to enhance their speaking skills. Finally, the teachers also could create some fun learning activities to make students are being interested and motivated in speaking English.

b. This study can be the guidance for students and English teachers to measure the student's anxiety in speaking. It also can be used as a reference to create a better teaching and learning environment. Considering that, the teacher could understand and anticipate the anxiety in any cases.

2. The Students

a. For the students, they should aware that the feeling of anxiety is a normal aspect while speaking in front of others, and anyone can experience it. It is recommended for them to have a big effort in dealing with their speaking anxiety. They should learn English vocabularies from any sources, have a good preparation, increase more self-confidence, and

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practice more inside or outside of the classroom in order to make English speaking activity runs effectively.

b. Students are expected to know and to be aware of the differences of their student's anxiety, where anxiety can cause the negative emotion (affects) to the student in learning process, especially in speaking and classroom performance. Thus, the students can be able to know the effects of the anxiety that can make them less of achievement. The result of that, the student should anticipate the negative effects of the anxiety and then motivate themselves to do things more efficiently to achieve their goals.

3. The Next Researchers

a. For the next researchers, they are recommended to continue conducting a study by making deeper investigations related to the effect or influence of students' strategies in reducing students' speaking anxiety they experienced in the classroom. It is preferable to develop this study by conducting Experimental Research or Classroom Action Research to gain more data and the result will be different from the current study.

b. The further research needs to be conducted to explore more issues related to anxiety cases. This research should be conducted in wide range and long interval or should to continue until reach saturated result.

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