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STUDENT'S STRATEGIES FOR REDUCING ANXIETY IN SPEAKING ENGLISH

Audi Gantina[1*], Andi Rustandi[2], and Etika Rachmawati[3]
[1,2,3] Galuh University, Indonesia
audi.gantina20@gmail.com[1], andru.unigal@yahoo.co.id[2],
and etika.rachmawati@unigal.ac.id[3]
*correspondence: audi.gantina20@gmail.com
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Abstract
Speaking is a communication activity that permits people to communicate verbally while using nonverbal cues from their bodies. Many students experience anxiety before speaking in front of a class, especially in English. The writer used five previous studies in this research. The purpose of this study is to identify the strategies and issues that students at Islamic Junior High School in Ciamis use to reduce anxiety when speaking English. This study used Likert scale instruments. This study used a qualitative approach, and for the design, it used a case study with 20 respondents. Meanwhile, the data of this study were analyzed by using descriptive statistics. Therefore, the writer proposes to study the causes of students' anxiety in English speaking and teachers' ways to alleviate anxiety in the classroom in the context of Indonesian TEFL. The study attempts to analyze "Students' Strategies for Reducing Speaking Anxiety in English". The result of this study overall shows that students felt fear in speaking English because of a lack of understanding of vocabulary, pronunciation, and grammar, The strategies they used are clustered around preparation, i.e., multiple speaking exercises.

Keywords: anxiousness, speaking anxiety, strategies, vocabulary

Introduction

One major problem that many non-native speakers encounter while attempting to communicate in English is student anxiety. Anxiety of this kind can show up in several forms, including a fear of making mistakes, anxiety over being misunderstood, and embarrassment about one's accent or language (Diao & Paramasivam, 2013). Students who struggle to express themselves freely and eloquently due to a fear of being judged by others may become frustrated and lose confidence. Effective communication might become much more difficult when anxiety is present since it can impair one's capacity to understand and interpret English (Khoshlessan & Das, 2017). To address this problem and assist students in overcoming their worries and developing more self-assured communication, it is essential to comprehend the origins and repercussions of student anxiety in speaking English.

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The ability to speak English more confidently is crucial for academic and practical reasons (Rumiyati & Seftika, 2018). Effective English communication skills are essential for academic achievement, especially for students seeking higher education in English-speaking nations or registering for English language proficiency tests like the TOEFL or IELTS. Anxiety can make it difficult for language learners to communicate clearly in English, which can affect how well they perform in oral exams, group discussions, and presentational tasks (Fahira, 2022; Paramasivan, 2013).

Practically speaking, speaking English more confidently can lead to many opportunities for both personal and professional development. English is the language of worldwide communication in today's globalized world, and being able to speak the language fluently and with assurance is highly valued in many fields (Dayat, 2017). Having more confidence in one's ability to communicate in English can improve one's ability to interact with coworkers, clients, and customers, as well as their professional prospects. Additionally, lowering English-speaking anxiety can improve people's social and personal lives by allowing them to interact with people from other backgrounds and cultures and fully participate in multicultural settings (Ansari, 2015; Mohtasham & Farnia, 2017). Overall, there are many academic and practical advantages to learning techniques for lowering English language anxiety.

Speaking anxiety

Anxiety is one of the most well-known psychiatric illnesses. Anxiety is described as a fearful, worried, stressed, or tense sensation. Furthermore, anxiety is normal in speaking (Najiha & Sailun, 2021). It is a basic human emotion that has some developmentally predictable onsets, occurrences, and trajectories (Amtoro, Wisasongko, & Khazanah, 2015; Huberty, 2012). In addition, when the students are worried while speaking, their mind appears to cause significant negative self-talking, and it is something that can hinder students' performance and achievement in language acquisition (Sutarsyah, 2017).

The strategies to reduce students' anxiety in speaking English

Kondo and Ling (2004, p. 262) cited in Handayani (2021) said that there are five strategies to fewer students' tension in the language classroom. Those are: Preparation refers to the learners ' endeavors to avoid threats within the classroom by improving gaining knowledge of and looking at strategies. Many students feel worried after they no longer have a great deal of guidance, Relaxation means that aims at reducing anxiety symptoms the learner experiences such as taking a deep breath and trying to calm down (Buchler, 2013). Some students forget that they should be relaxed when the lecturer asks them a question when they are relaxed they can think freely without pressure. Discussion is one way to express students' opinions. Thus, discussion can improve their speaking ability. According to Harmer (2001, p. 272), discussion fails (when they do) because students are reluctant to give an opinion in front of the class.

Positive thinking means that each student must think positively to avoid confusion in their concentration. Always keeping positive thinking about the situation that will happen in a classroom will help students avoid anxiety and make them more confident (Nurlaila, 2012). Peer Speaking is characterized by their

learners' willingness to look for others who suffer from anxiety in their language classroom just like him or her. If students want to share their experiences about their strategies to reduce anxiety with their students, it will have a good impact on them. They will not feel alone.

Language anxiety

Language anxiety is very influential for learning students, especially in speaking English. Besides, influence of anxiety can make skill of the students decrease. Brown (2007, p. 163) states that :

> "even with some controversies about causes and effect of language anxiety, and some question aabout how to avoid or ameliorate anxiet in foreign language classes, some progress has been made over the last few years toward a better understanding of the phenomenon."

Moreover, those studies mentioned previously the anxiety of students' anxiety in English Speaking. Most of them are indicated to reduce or anticipate anxiety in the classroom by teachers. The similarities between this study and the previous studies are both writer discuss reducing or anticipate anxiety in speaking English. However, in view of the fact that there are few previouse studies discussed only students' strategies, subsequently, this study is different from the previous study, the writer only focuses on the strategy and problem used by students to reduce the anxiety of speaking English. This research discusses about what are the students strategies for reducing anxiety in speaking english. Therefore, the writer proposes to study the causes of students' anxiety in English speaking and teachers' ways to alleviate anxiety in the classroom in the context of Indonesian TEFL. The study attempts to analyze "Student's Strategies For Reducing Speaking Anxiety In English".

The types of anxiety

Anxiety has been categorized into three aspects: 1) trait anxiety, 2) state anxiety, and 3) situation- specific anxiety (Mitha et al., 2018; Oteir & Al-Otaibi, 2019; Widhayanti, 2018) state that trait anxiety is a tendency in a person to feel threatened by a number of conditions those are actually harmless. Anxiety in this category is more due to the personality of the individual who does have potential anxiety than other individuals. In other words, trait anxiety suggests a person's propensity to be nervous or anxious regardless of the situation to which he or she is exposed.

Furthermore, Mitha et al., (2018) mention that state anxiety is the temporary emotional state and condition in a person characterized by a tense and anxious feeling that is felt consciously and subjective and leaves the activity of the autonomic nervous system, as a condition related to special environmental situations. On the other hand, when the situation is unsafe, it is a situation sensitive fear that vanishes.

Finally, when a nervous individual is confronted with real-life speaking situations, he risks speaking too fast, missing words, murmuring, unconsciously, reading the note, and failing to make eye contact with the audience, among other

things. An nervous individual frequently performs badly in speaking class exercises as a result of these variables.

Method

A case study, as one of descriptive design in qualitative research was employed in this study. This study took two routes; interview and questionnaire. The populations in this study were student at Islmaic Junior High School in Ciamis. The subject of the research were the 20 students of the eight grade who have deal with the observation. This research held on May 07, 2023. The sampling tecnique used in this research was a Likert Scale. Ary et al. (2010, p. 29) and Creswell (2012). stated that a case study is study that focuses on a single unit, such as one individual, group, organizations, nand program, to arrive at a detailed description and understanding of the entity.

One of the advantages of this methodology is that there is a close collaboration between the participants and the writer, while allowing the participants to tell their experience and stories (Crabtree & Miller, 1999) as cited in Baxter and Jack (2010). Moreover, Fraenkel and Wallen (2007, p. 421) as cited in Fatmawati (2017) stated that case study researcher have in commons is that they call the object of their research cases, and they focus their research on the study of such cases. Case in this terms comparises just one individual, classroom, school or program. That is why the writer choose case study as the research design.

It is a valuable contribution to the field of language learning and teaching. Anxiety is a common problem among language learners, and finding effective strategies to reduce it can significantly improve their language learning outcomes. By replicating the study, readers can evaluate the effectiveness of the strategies proposed by the writer and assess their suitability for their own students or for themselves as language learners.

Additionally, replicating the study can help to confirm or refute the findings, providing further evidence for or against the effectiveness of the strategies (Honorere, 2017). This can help to advance our understanding of how to reduce language learning anxiety, and ultimately, improve language learning and teaching practices. Furthermore, by replicating the study, readers can contribute to the ongoing scientific discussion and help to build a more comprehensive body of knowledge in this area.

For the first part of this study, the writer distribute a close-ended questionnaire to the students trough a paper. As the second part of this study, the writer analysed the students trough an interview the writer learn the methods students employ to prevent and lessen their fear of speaking English. By understanding these methods, others will be better able to lessen their own fear of speaking English.

In analysing data, the result of the questionnaire could be seen to find out students anxiety in speaking English. Here, the writer employed Likert Scale, it’s a psychometric scale which has multiple categories in which participants choose to represent their feeling, opinions, for each question in the questionnaire were arranged from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The writer then also examined the Mean score (the average score).

Moreover, an interview was conducted as a supplement research instrument for data gathering. The writer picked a 5 student as the representative of the class.

The writer then comfirmed The data analysis interview divided into three steps. Firstly, the data from the student interview transcibed. The transcripts involved typing up field notes, or sorting and arranging the data into different types depending on the source of information. Then, the writer clarify the data. Finally, the writer analyse by generalizing the data based on the result of the analysis.

Findings and Discussion

The result' stage was started by distributing a close-ended questionnaire. In this study, the writer used Likert Scale Questionnaire, which consisted of five categories. They are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

It was about the students' strategies to reduce anxiety in speaking English proposed by Horwitz, Horwitz and Cope (1986) called FLCAS (Foreign Language Classroom Anxiety Scale). However, in its implementation the researcher picked up some of the statements of FLCAS based on the student' situation when the data collecting was conducted in class. The following is the result of the questionnaire.

Table 1. Result of problem on student's anxiety in speaking English

Types of anxiety in foreign language learning	Questionnaire items	Mean
Communication Apprehension	I've never been sure of myself when speaking English in class.	3.1
	I started to panic when I had to speak English without preparation.	3.6
	I wouldn't be nervous about speaking English with native speakers.	2.5
	I am confident when speaking English in front of people.	2.8
	I feel very anxious about speaking English in front of other students.	3.3
	I get nervous and confused when I speak English in front of the class.	3.3
	I get nervous when I don't understand every word the English teacher says.	3.3
	I would probably feel comfortable with someone who is more fluent in English.	3.6
	I get tense and nervous when I have to discuss things I'm not familiar with.	3.2
	I feel more anxious speaking English in pairs than in groups.	2.8
Fear of negative evaluation	I trembled when I knew that I would be called in front of the English class.	3.2
	I keep thinking that other students are better at speaking English than me.	3.9
	It's embarrassing for me to submit answers during English class.	3.1

	I get angry when I don't understand what the teacher is correcting.	2.4
	I can feel my heart pounding when I will be called on in English lessons.	3.4
	I always feel that other students speak English better than me.	3.7
	The time for English lessons is so short that I worry about falling behind.	2.3
	I am afraid that other students will laugh at me when I speak English.	3.4
	I get nervous when the English teacher asks questions that I haven't prepared answers for.	3.2
Test anxiety	I'm worried about making mistakes in English lessons.	3.4
	I usually feel comfortable during English exams.	2.5
	I worry about the consequences of failing my English lessons.	3.4
	I'm afraid my English teacher will correct every mistake I make.	3.4
	The more I study for English exams/tests, the more confused I get.	3.1
	I feel confident and relaxed when giving presentations in front of the class	2.7
English classroom anxiety	I get scared when I don't understand what the teacher is saying in English.	3.2
	I'm not at all bothered to take more foreign language lessons.	3.4
	During English lessons, I think about things.	3.4
	I don't understand why some people are so annoyed with English lessons.	3.7
	During English lessons, I can get so nervous that I forget things that I know.	3.7
	Even though I prepared myself for English lessons, I was still anxious.	3.5
	I often feel like I'm not in English class.	3.3
	I don't feel any pressure when preparing for English.	2.8
	I feel more tense and nervous in English lessons.	3.3
	When the English lesson was about to start, I felt very confident and relaxed.	2.8
	I feel so overwhelmed by the number of rules I have to learn to speak English.	2.8
	I feel overwhelmed by the amount of vocabulary I have to learn to speak English.	3.1

Based on Table 1, there were four major points which the writter tried to discover the result regarding the types of foreign language anxiety in speaking English in a classroom. They were communication anxiety, fear of negative evaluation, test anxiety, and English classroom anxiety. The writer also examined which parts got the highest and the lowoest mean scores in the questionnaire items.

Among the four, the highest score was at the questionnaire item on the *'fear of negative evaluation'* which the students thingking that other students are better at speaking English than students themself. Its point was 3.9 which meant that the students agreed about the statement. Carter et al. (2012) said that an individual is socially anxious that they are going to be negatively evaluated due to their performance.

The second aspect, '*test anxiety'* in this aspect we got three higher score, which 3.4, there are the student worried of making mistake in a classroom, worried about consequencess about faillures in English lesson, and affraid that English teacher will correct every mistake them make.

The third aspect, *'English clasroom anxiety'* this aspect got a two higher score, which 3.7 , there are the student do not understand why some people are so annoyed with English lessons, and During English lessons, the students can get so nervous that the student forget things that their know.

However, there was *'communication anxiety'* anxiety which was the lowest score among all. It was 2.5 which they wouldn't be nervous about speaking English with native speakers. Kralova and Soradova (2015) also added that the communication anxiety caused fear among the students for not being able to understand someone's speech or talk. The result mention that the students seemed to not anxious when they are speek to the native speaker.

Based on the data from the questionnaire in order to find out the problem in speaking English, the data showed that the students have a problem. Due to limitations of vocabulary, speaking fluency, no courage to speak in English, the students were derided by their friends, the students were sometimes nervous in presenting English, and sometimes the students felt shy and anxious if the teacher asks to speak English.

Table 2. Ways the students reduce their anxiety in speaking English

Ways the students reduce their anxiety	**Questionnaire items**	**Mean**
Preparation	I do some preparation if i asked the teacher	2.4
Relaxation	I do some pleasant activity to make me calm and less worried	0.2
Discussion	I do some little discuss with my friend to prepare the answer	0.4
Positive thinking	I set my mind to think positively	1.6
Peer seeking	I look for suitable learning partner to talk or seeking	0.8

Table 2 depicated on ways how the student reduce the anxiety in speaking English based on their own strategies. The firts interview items which was about the preparation got the highest mean score of the total 2.4 in which the students

agreed that they prepared the English to reduce the anxiety. The lowest mean score was only 0.2 there is relaxation.

This interview consisted of five student who contributed in this interview, in responding the first student and question in list interview on *"Apakah anda punya ide atau punya gagasan tentang mengurangi kecemasan dalam berbicara bahasa Inggris?".* The first student answered:

> *Menanyakan kepada teman, membaca dan mencari di kamus* (Transcription of March 09, 2023).

Based on the exceptions which have been transcripts, to reduce anxiety in speaking English in the classroom, this student has his own idea or strategy, the student says that he can ask his friend, a lot search and a lot read dictionaries.

Furthermore, the second student question on "*Apakah anda memiliki ide atau gagasan untuk mengurangi kecemasan?"* the second student answered:

> *Menanyakan kepada teman, membaca dan mencari di kamus, berpikir positif, percaya diri, belajar sebelum berbicara* (Transcription of March 09, 2023).

It can be stated that this student has more preparation for reducing his anxiety when speaking English. It was relevant with the theory of Kondo & Ling (2004, p. 262) that a student has taking a deep breath and trying to calm down. Some students forget that they should be relaxed when the lecturer asks them a question. When they are relaxed they can think freely without pressure.

Otherwise, the third student on question "*Menurut anda, apa ide yang paling bagus untuk mengurangi anxiety?*. The third student answered:

> *Latihan, percaya diri, bertanya ke teman, buka kamus, dan membaca buku paket* (Transcription of March 09, 2023).

Similarly with the first and second student, the third student has similar strategies, they can ask friend, a lot search and a lot read dictionaries, and practice.

Then, the fourth student on question "*Apa strategi yang kamu pake buat ngurangin anxiety dalam berbicara bahasa Inggris?".* The fourth student answered:

> *Belajar lebih giat lagi, membuka kamus dan memperdalam cara pengucapan, dan mengandalkan motivasi* (Transcription of March 09, 2023).

Similarly with the first, second, and third student, the fourth student has similar strategies, there are can ask friend, a lot search and a lot read dictionaries, practice, and be motivated.

Finally, the last student on question *"Apa ide kamu buat mengurangi kecemasan dalam berbicara bahasa inggris langsung?".* The last student answered:

> *Sering – sering latihan, sering – sering menscratching di media sosial contohnya tiktok atau youtube yang mempelajari tentang bahasa Inggris. Sering – sering berbicara bahasa Inggris dirumah atau disekolah biar bisa.* (Transcription of March 09, 2023).

It can be stated that this student desires to learn English, this student has a desire to be able to speak English directly, by way of frequent practice, often scratching on social media for example tiktok or youtube that educate about English. Speak English at home or at school.

To sum up, the result of an interview to some students to get more detailed the strategies that they use. The strategies they used are clustered to preparation, i.e. multiply speaking exercises (in the mirror or in the house environment), reading and searching in dictionaries (pronouncement and speech), and asking friends (socialize). As for the other cluster, positive thinking, i.e. want to learn more actively, think positively, have confidence, and motivate themselves.

Conclusion

Reducing anxiety in speaking English is crucial for students who are learning the language as a second or foreign language. Anxiety can significantly hinder language acquisition and fluency. Remember, reducing anxiety in speaking English is an ongoing process. It requires patience, perseverance, and a willingness to step outside of one's comfort zone. By implementing these strategies consistently, students can gradually overcome their fears and become more confident and proficient English speakers.

In relation to the topic under discussion, the writer has some suggestions address to the teachers, the students, and the further researcher.Firstly, for English teacher, it can be a new strategy in giving the new situation as the way to reduce the students' anxiety in speaking English. Then, the teacher has to be friendly and be a good motivator for the students in the teaching learning process, do not be a rude teacher, that can affect students behavior and feelings. The teacher also has to be more creative, innovative and to be able to give opportunities to the students to express their thinking

Secondly, it is addressed to the students. Most students Eighth grade of Islamic Junior High School in Ciamis enjoy joining the teaching and learning process. Then, they should be involved in the learning activities to get successful learning. Moreover, they should do a lot of practice speaking English everyday in daily life or activity to improve their speaking English and become accustomed to using English. Thus, the writer suggests that the students have to keep being motivated by the teacher or environment to be able to enhance their English speaking skill. Furthermore, the students are able to engage the participation actively in the teaching-learning process.

The last suggestion is addressed to the further researcher. Actually, this study still has some weaknesses that need to be repaired and to make it better, so that it gives some broad opportunities for other researchers in making this study more perfect in the same field with different interests.

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