Students' Strategies To Overcome The Level Of Language Anxiety In Speaking Performance At UPT SMP Negeri 13 Gresik

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ABSTRACT

The objectives of this research to find out the factors caused the students' anxiety in speaking performance and to find out the students' strategies to overcome the level of language anxiety in speaking performance. The research applied a qualitative descriptive as research method. It was conducted in UPT SMPN 13 Gresik. The data were gathered by questionaire, observations and interview. While, technique and data source triangulation were used to validate data. The results of this study indicate that not all levels of language anxiety are experienced by students.
Key Words: **Speaking, anxiety, students' strategy**

INTRODUCTION

English is an important language in our life. According to the Law Number (No) 32 of 2013 on National Educational Standards "Foreign languages, especially English, are for their use in world relations . Mastering English has four skills, namely listening, speaking, reading, and writing. These four skills must be learned in English.

Speaking is one of the skills of English. Spoken language is one of the skills to communicate with others through language media. Speech is a form of speech act in which sounds are produced by the speech organ, accompanied by body movements and facial expressions. The purpose of speaking is to convey information to the communicator or listener. Islam teaches us to communicate with everyone. Allah state in Qur'an Surah Al-

Hujarat verse 13. This verse explains that communication is a part of human life. Because all our steps are always accompanied by communication. The communication in question is Islamic, al-'Karima' or communication of moral character 'Karima' means communication derived from Al-Quran and As-Sunnah (the hadith of the Prophet)(MFHA, 2016).

By mastering speaking skills, students will be able to communicate each other and establish a good interaction. Speaking is an important part of everyday interactions, and based on their ability to speak fluently and well. Speaking English in an English language course is not easy because students need to speak the new language with great confidence. Spoken fluency can show that they have a good knowledge of learning a foreign language. Generally, students feel nervous, insecure, and anxious. This phenomenon is called foreign language anxiety. Language anxiety can be described as worry or anxiety that arises after a learner is expected to behave in a second or foreign language (Gardner,McIntyre,1993).

Anxiety is a negative emotion that can interfere a student's learning efforts when learning English. Anxiety can arise when a person speaks in public because of habit. Feelings of anxiety can be identified by signs such as shaking hand, paleness, excessive sweating, and nervousness when speaking. Several previous studies have attempted to overcome students' language anxiety in English-speaking conducted in various locations. First, Budi Utomo (2018), entitled "Students Anxiety in Speaking English (a Descriptive Research at the Second Semester of English Education Department of Muhammadiyah University of Makassar) discussed with 7 students in English Education Department that embarrassment is the factor that most influences students' anxiety in speaking English. The data analysis techniques used the final version of the PSCAS Questionnaire adopted from Yaikhong & Usaha. The result of the study shows that embarrassment is the factor that most influences students' anxiety in speaking English and fear of making mistakes was the less and the low factor then all factors that influenced students 'anxiety in speaking English in the second-semester student English Education Department of the Muhammadiyah University of Makasar.

The second study, by Santriza (2018), titled "An Analysis of Students' Anxiety in Speaking Performance (A Study at Second Grade at SMAN 5 Banda Aceh) discusses the factors influencing students' anxiety in speaking English. Which, was conducted by 20 students of the class. Conducted among students at SMAN 5 Banda Aceh. This study used a questionnaire as the data collection and the study design was qualitative research. The result of this study showed that most of the students admitted that they were getting anxious about speaking English. The result of students' responses was also categorized into three types of anxiety. Most of the students experience anxiety in facing exams, students' anxiety in communicating, and anxiety in the face of negative assessments based on the result we can see the factors of the students' anxiety in speaking English.

The third study, by Nur Isnaini (2018) entitled "An Analysis of Students' Speaking Anxiety Students of English Foreign Language (EFL) At The Fifth Semester English Department of UIN Raden Intan Lampung Academic Year 2018/2019. Discusses kinds of students' anxiety and students' speaking anxiety factor in English foreign language (EFL). Which, was conducted by fifth Semester English Department B and F class which consists 68 students. This study used a observation, interview and questionnaire as the data collection and the study design was qualitative research. The result of this research showed that students' speaking anxiety factor in English foreign language (EFL) were: felt self-prediction toward fear, irrational faith, over sensitivity toward threat, the sensitivity of anxiety, wrong attribution body signal, low self-efficacy.

The fourth study was conducted by Roli Asparanita (2020). entitled "Student Anxiety in Speaking English at the Eleventh Grade of Senior High School 1 Muaro Jambi", discussed the kinds of anxiety experienced by students and the factors that caused the students' anxiety in speaking English with a sample of 27 students, using data collection techniques of observation, interview, and documentation. In this study, they used analysis from Miles and Huberman: data reduction, data display, and concluding drawing and verification with qualitative research design with a case study. The result of this study shows that there were three kinds of

students' anxiety in learning English based on Elis Theory, they are State Anxiety, where the students feel panic and stress. Trait Anxiety, when the students feel nervous and could not understand the teacher's explanation, and Specific situation anxiety, when the students should examine speaking. The second result shows that three factors caused the students' anxiety in learning English, they are communication apprehension, test anxiety, and fear of negative evaluation.

The last study by Nelson Mandela (2021)entitled "An Analysis of Speaking Anxiety in Eleventh Grade Students of SMAN 04 Kota Bengkulu". Discussed caused anxiety in eleventh grade students of SMAN 04 Kota Bengkulu. Which, was conducted by class XI IPS SMAN 04 Bengkulu City. This study used questionnaire, interview and documentation. The result of this research that the cause of student speaking anxiety is fear of communication, test anxiety and fear of negative evaluation.

With the above background in mind, this study has two objectives , first to find out the factors causes anxiety when speaking English and seconds to find out how students strategies to overcome language anxiety. The researcher interested in conducting research entitled "Students' Strategies to Overcome the Level of Language Anxiety in Speaking Performance at UPT SMP Negeri 13 Gresik".

a. Language Anxiety

Foreign language anxiety can be defined as the fear that arises when a situation requires the use of a second language that the person does not fully understand. In other words, according to Gardner & McIntyre in Moranna Drakulic (2015), a person tends to react nervously when speaking, listening, reading, or writing in a second language. As explained above, anxiety is an uncomfortable emotion that we experience all the time. This word is often used to describe when we feel "crammed", "irritable", "nervous", "nervous", or "excited." When we are anxious, we often experience a variety of uncomfortable physical sensations, including increased heart rate, muscle tension, sweating, tremors, and shortness of breath. However, some people see fear as a threat because they cannot handle it properly.

b. Level of Language Anxiety

Based on Oetting's Scale (1983) the levels of anxiety can be categorized into five levels; very anxious, anxious, mildly anxious, relaxed, and very relaxed. There are:

1.   Very anxious: restlessness, nervousness, shaking hands or body, profuse sweating (usually on the face and palms), difficulty breathing or difficulty speaking, heart beating fast, vibrating voice, cold fingers and limbs, chills, upset stomach, red face, certain reactions such as straightening clothes or hair in front of the class (fabela et.al 1993)

2.   Anxious: restlessness, tense facial expressions, sweating, difficulty concentrating, cold hands, and a feeling of congestion in the throat.(wood, 2007)

3.   Midly Anxious: students who are at the mildly anxious level can be recognized by several symptoms such as restlessness, but students at this level can motivate themselves to learn and calm down. (Stuart G.W and Laraia, 2005)

4.   Relaxed: confidence, and heart palpitations but students can overcome their anxiety, students have the motivation to learn. (Stuart G.W and Laraia, 2005)

5.   Very Relaxed: as confidence because they do not have problems with language anxiety (Diana et.al 1978)

c.   Factors Cause Language Anxiety

To divide the construct into researchable issues, there are three causes of anxiety related to performance anxieties that have been identified by Horwitz. & Cope; Maclynryre & Gardner, cited in Brown (2006) to break down the construct into researchable issues: a) Communication apprehension, b) test anxiety and c) fear of negative evaluation. They argue that language anxiety has a relation with the performance evaluation within the academic and social context.

d.   Students' Strategies To Overcome Language Anxiety

Almost everyone feels uncomfortable in social situations from time to time. Feelings of social anxiety and shyness are perfectly normal. According to Hembree(1988), research has been done on how to help students overcome their anxiety in academic settings, such as cognitive, affective, and behavioral approaches. The cognitive assumes that thinking disorders when occurring in the classroom setting, are the main sources of anxiety. The

effective approach efforts to disrupt the negative association between the classroom and anxiety. Then, the behavioral approach believes that anxiety occurs because of poor academic skills. According to Kondo and Young (2004), helping students increase their academic skills will reduce their anxiety. Kondo and Young identified five strategies to overcome students' anxiety: (a) preparation, (b) relaxation, (c) positive thinking, (d) peer seeking, and (e) resignation.

e.   Speaking Skill

According to Aye and Phyu (in Zuhriyah,2015), in this era of globalization, people need practical English skills in all aspects of life. Speaking is a way for people to verbally express and share ideas with others. Bahadorfar and Omidvar (2017) found that speakers have excellent speaking skills when the listener can understand what someone is saying. According to Chaney in Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2017), speech is the process of creating and sharing meaning using verbal and non-verbal symbols in different contexts. Brown pointed out that speaking is a productive ability that can be directly and empirically observed. These observations are always made through the accuracy and listening comprehension of candidates, who inevitably learn to speak and valid exam validity. According to Vanderkevent et al (2019), oral competence consists of three components.

f.   The Component of Speaking Skill

The three components are the speaker, the listener, and the discourse. Harris (2017) Speaking has five components, which relate to comprehension, grammar, vocabulary, pronunciation, and fluency.

1.   Comprehension

Comprehension is the mental process by which listeners take the sounds spoken by the speaker and use them to construct interpretations of what they think the speaker intended to convey. Comprehension is having a sufficient vocabulary or knowing the meanings of enough words.

2.   Grammar

The grammar of a language is a description of how words can change shape and can be combined into sentences in that

language. If grammatical rules are too carelessly violated, communication can be disrupted. Linguists who study the speech (and writing) of native speakers have, over the years, devised a variety of different systems to describe how language works.

3. Vocabulary

Someone cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. Vocabulary means the appropriate diction which is used in communication. One cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. Vocabulary means the appropriate diction which is used in communication

4. Pronounciation

Pronunciation is the way for students to produce clearer language when students speak. Lin (2013) maintains that "pronunciation is the most important skill of spoken English the spelling of words following their usual pronunciation.

5. Fluency

The fluency development strand should involve all the four skills of listening, speaking, reading, and writing. In this strand, the learners are helped to make the best use of what they already know. Like meaning-focused input and output, the fluency development strand is also meaning-focused. That is, the learners aim to receive and convey messages.

METHOD

This study, the researcher used qualitative research from J.R. Raco's book, and Creswell's (2010) state that qualitative research is "a method or search to study and understand central phenomena. This type of research is a descriptive design. In layman's terms, a qualitative description is a comprehensive summary of a particular event experienced by an individual or group of people. Used to describe a variable, which can be one or more (independent) variables without comparison, or variables that are related to each other. The researcher chose the descriptive design because it aims to discover and identify teacher problems in students' strategies to overcome the level of language anxiety in speaking performance at UPT SMP Negeri 13 Gresik.

In this study, the researchers selected only the IX- A class of 31 students. The researcher chose this course because the students in this class have the potential to answer the research questions in this study if is seen from their anxiety in speaking performance. Researcher used several techniques to obtain existing data, namely questionnaires, observation, and interviews. The first instrument was the questionnaire to know the level of students' speaking anxiety. This study will use a questionnaire form adapted from Foreign Language Classroom Anxiety Scale (FLCAS) that was developed by Horwitz et al (1986). This questionnaire has the function to measure the level of anxiety perceived by foreign language learners. The second method is observation, at this stage the researcher made observation to find out how the condition of students who felt anxious when speaking English in the learning process and to determine the assessment of students' speaking skills. The researcher observed the students' body symptoms in facing English lessons and assessed students' speaking skills to find data. And the last method is interview, In this interview, the researcher used participants who have been selected according to the categories from the Questionnaire data. And interview with the Headmaster, English teacher, homeroom teacher and students of XI-A. The data collected from this interview concerns the factors and strategies of students to overcome language anxiety in speaking performance.

This study uses an approach based on data theory used by Miles Huberman and Saldana to analyze the research subject. There are some steps for data analysis: data condenstaion, data display and conclusion. And for the validiy of data, this study the researcher used source triangulation and technique triangulation to test the validity of the data. Source triangulation to test the credibility of the data is done by checking the data that has been obtained through several sources. In this study, sources triangulation was XI-A grade students at UPT SMPN-13 Gresik, headmaster, English teacher and homeroom teacher. Technical triangulation is carried out using a variety of techniques to reveal data carried out to data sources. In this study, technical triangulations were questionnaires, observations and interviews. This triangulation is used to answer research questions about the

factors and students' strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik.

RESULTS AND DISCUSSION

There were two research questions proposed in this study. This research focused on the students' strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik considered those factors. To the research findings, students feel anxiety when they have a speaking performance.

Based on Horwitz. & Cope; Maclynryre & Gardner, cited in Brown theory, three factors that caused the students' anxiety in speaking performance at UPT SMPN 13 Gresik are communication apprehension, Test anxiety, and fear of negative evaluation. At the communication apprehension, four levels experience communication apprehension. At the very anxious level, students have problems with a lack of confidence, lack of vocabulary, and misunderstanding the meaning of the words spoken by their teacher. At the anxious level, students need help with a lack of vocabulary and understanding of the meaning. At a mildly anxious level, students have problems with pronunciation when speaking. At the relaxed level, students have problems with a lack of vocabulary, but their confidence covers this deficiency.

In the anxiety test, the researcher found two language anxiety levels, namely, the very anxious and anxious levels. At the very anxious level, students fear when the English class is holding a test. However, they only fear the speaking test because they feel that their speaking ability is minimal and needs much practice.

In fear of negative evaluation factors, the researcher only found two language anxiety levels, namely at the very anxious and anxious levels. They fear being judged by their friends and teachers at both of these levels. They feel that their friends and teachers will negatively assess their speaking skills, so they are not confident when speaking in front.

There were four students' strategies to overcome the level of language anxiety in speaking performance at UPT SMPN 13 Gresik based on Kondo and Ling Y. Young's theory. They are preparation, relaxation, positive thinking, and peer seeking.

In the preparation strategy, the researcher found four language anxiety levels: very anxious, anxious, mildly anxious, and relaxed. Students relax at a very anxious level by taking deep breaths and asking their teacher how to read complicated sentences or words. At the anxious level, students only prepare by reading complicated sentences. At the mildly anxious level, students carried out a preparation strategy by repeating the reading and asking their teacher for vocabulary that was difficult for them to pronounce. Furthermore, at the relaxed level, even though they feel confident, they still prepare before they appear by reading and asking their teacher how to read complicated sentences or words.

In the second strategy, relaxation, the researcher found four levels: very anxious, anxious, mildly anxious, and relaxed. Students perform this strategy at a very anxious and anxious level by breathing in and moving their bodies. In both ways, they can overcome their nervousness towards their language anxiety. Furthermore, at the mildly anxious and relaxed level, students at this level perform a simple strategy by simply breathing. However, at these two levels, only some students did relaxation as a way to reduce their fear before speaking performance.

In the third strategy, namely positive thinking, the researcher found two levels: anxious and mildly anxious. At the anxious and mildly anxious levels, they do a strategy by giving a positive image or affirmation to their body by imagining that when they are speaking performance. They imagine that there is only one person in the class or imagine that their friends are statues. Furthermore, researchers found three levels in the last strategy, peer seeking: very anxious, anxious, and mildly anxious. At these three levels, they often do peer seeking by looking around them or at friends who are beside them to see who feels anxious when speaking performance.

CONCLUSION

According to the result of the data analysis in the previous chapter, the researcher concluded as follows:

The factor that caused the students' anxiety in speaking performance at UPT SMPN 13 Gresik. Based on the discussion of

the finding, there are some data as results of this study. According to the results of the questionnaire, observation and interview, the researcher concluded that three factors caused students' anxiety in their speaking performance. The first factor is communication apprehension. In this factor, all levels of language anxiety (very anxious, anxious, mildly anxious and relaxed) have problems with communication apprehension, such as lack of vocabulary, misunderstanding the meaning of words/sentences, and being afraid to ask the teacher. In the second factor, test anxiety, there are only two levels that have problems in the anxiety test. At the very anxious and anxious level, they feel worried or anxious about the test in English class, especially the speaking test. So that makes students at that level feel anxious when speaking in front of the class. Moreover, the last factor is the fear of negative evaluation, which is only experienced by the very anxious and anxious level. They are worried about inadequate evaluations from their friends and teachers.

Furthermore, the data shows four students' strategies to overcome the level of language anxiety. The first strategy is preparation, which students carry out at very anxious, anxious, mildly anxious and relaxed levels. In this strategy, students make preparations such as reading difficult words and asking how to read the tricky words to their teacher or friends. The second strategy is relaxation; students carry out this strategy at very anxious, anxious, mildly anxious and relaxed levels. The students do relaxation before the speaking performance, such as moving their bodies and taking deep breaths to reduce their anxiety. The third strategy is positive thinking, and this strategy is carried out by students who are at anxious and mildly anxious levels. Students carry out activities to suggest their bodies relax by imagining things that make their bodies relax. Moreover, the last strategy is peer seeking; students carry out this strategy at the level of very anxious, anxious and mildly anxious students looking to other students with the same anxiety to increase their self-confidence before speaking.

After concluding, the researcher would like to deliver some suggestions to other researchers interested in conducting the same research. For teachers should understand and know the

characters of their students to find out the problems faced by their students so that teachers can help students to overcome student problems. The teacher must provide opportunities for students to tell the difficulties experienced by their students. The teacher must make class conditions more comfortable during the learning process so that students can talk comfortably without any sense of anxiety. For future researchers to conduct a study investigating the students' strategies and the factors in other skills of English learning, such as writing, listening and reading. It is also suggested that the researcher conducted a study using other types of approaches or other methods to obtain accurate results.

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