

Students' Anxiety in Speaking English of The 10th Grade at SMA Negeri 16 Samarinda

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Abstract

Anxiety in speaking English is one of the affective factors that can influence language learning negatively. This study focused on exploring students' anxiety of the 10th grade students at SMA Negeri 16 Samarinda, for investigating the speaking anxiety of the types, causes, and students' strategies to overcome their anxiety in speaking English. This study utilized a case study, qualitative research design. The research subjects of this study were four students who categorized as high and moderate anxiety. The data were obtained from classroom observation and interviews. The data were transcribed and triangulated by using data triangulation. The result of the study revealed that one male student was categorized as high speaking anxiety experienced with trait anxiety. While the other male students was categorized as moderate speaking anxiety experienced with state anxiety. The two female students also experienced with state anxiety. The cause of these anxiety that experienced by student who has a type of trait anxiety was because of not accustomed to speaking or interacting with other people in the form of oral communication both in English and Indonesian. While the causes of anxiety experienced by students who has a type of state anxiety was due to fear of negative reaction like being laughed at and feeling nervous and shyness because they are not confidence when speaking English in front of the class. The lack of knowledge and vocabulary mastery, and dislike of English lesson possessed also caused anxiety in speaking in English experienced by four participants. To overcome the causes of speaking anxiety, the students use preparation, avoided eye contact, expressive reactions, and positive thinking as their strategies.

Keywords: Students' anxiety, Speaking English

1. Introduction

Referring to the research conducted by Akkakoson (2016), it can be seen that anxiety affects students' performance in speaking English. This research reports on a part of large research project regarding the conceptualization of anxiety of speaking English in class, attitude to speaking English in class, self-assessment in English speaking ability, and perceived causes of specific-situation anxiety. The results of this research indicated that there was speaking anxiety among EFL Thai students at a moderate level. The levels of anxiety by dimensions, they are: communication apprehension, fear of negative evaluation, and test anxiety, were found to be moderate as well. However, test anxiety and fear of negative evaluation were significantly are the most dominant performance anxiety. Qualitatively, students' positive attitudes toward speaking English in the classroom were reflected, while negative ratings for their English speaking ability were reported. Finally, the limited repertoire of student vocabulary was found to be the main source of their speaking anxiety.

Furthermore, from the research conducted by Indrianty (2016), where it can be seen that foreign language speaking anxiety is one of the affective factor that influence language learning negatively. It has several different sources and types. This research is conducted to investigate the types and the sources of students' anxiety in speaking

English in one Hotel and Tourism College in Bandung. The results showed that two findings. First, two types of anxiety were evidenced they are trait anxiety and state/situational anxiety. Second, the students' anxiety in English speaking class was derived from three main sources of anxiety they are communication apprehension, test anxiety and fear of negative evaluation.

From the relevant research results related to students' anxiety in speaking foreign languages both globally and locally, it shows that there are still many students who suffer or experience anxiety in speaking English. Anxiety such as feeling of tension, worry, nervous, and fear which becomes an obstacles for students to improve their ability to learn foreign language, especially in speaking English. As the statement from Oxford (1999) that the symptoms of tension, worry, nervous that are felt will hinder a students' ability to succeed in learning foreign language because it will causes shyness, fear of communicating, fear of making mistakes and fear of being laughed at.

Therefore, this research wants to investigate the reasons why there are still many students who experience anxiety in speaking English and explore how they cope with their anxiety when speaking English in class, in order this research is also useful for students in improving their learning and mastery in speaking English become be better.

For that students in a school were examined related to students' anxiety in speaking English which includes the following aspects: First, knowing more depth about the types of anxiety that students experience in speaking English. Second, finding the causes of anxiety that arise in students when speaking in English. Because the causes of that anxiety can create obstacles for students to be able to developing and improving their skills in speaking English. Third, knowing the ways that students are trying to do in overcoming or reducing their anxiety when speaking in English. The ways that students are choose and trying to do must be with a desires and strong motivations to lead to improvement for students to be better.

The intended students is the 10th (Science) grade at SMA Negeri 16 Samarinda. Based on the researcher's preliminary observation on Wednesday, 6 February 2019 at SMAN 16 Samarinda, in the process of learning English, it has showed that the big problem or difficulty that occur more frequently to students in this school is about the ability of speaking in English and most of the causes of problem or difficulty experienced by students in speaking English is due to the anxiety that occurs to them.

This study intends to investigate the students' anxiety in speaking English. Particularly, the study tries to find answers to the following two questions:

1. What kinds of anxiety do the students experience in speaking English?
2. What causes the students' anxiety in speaking English?
3. How do students cope with their anxiety in speaking Englishl.

2. Literature Review

1. Foreign Language Speaking Anxiety

Anxiety greatly affects student performance. In addition, MacIntyre and Gardner states that high foreign language anxiety will hinder and reduce student performance, so those who feel anxious and worry will be disrupted in the process of learning a foreign language (in Respati & Prasmono, 2008). Besides that, Elliot (2016) adds anxiety will arise to students when they will face an exam or when they will speak or communicate in front of many people and this affects student performance. In line with, Joni and Dharmayanti (2016) states based on several studies that have been conducted that

speaking anxiety is considered as one of the affective factors that most influence students in the learning process of speaking in class.

2. The Types of Anxiety in Speaking English

Broadly speaking, anxiety can be divided into two types, Ellis (1994) namely: trait anxiety and state anxiety. Drawing on work in general psychology defines;

a. Trait Anxiety

Anxiety is a "more permanent tendency to feel anxious". This anxiety also comes stronger and lasted for long. It's best seen as an aspect of personality. In addition, Pappamihel (2002) in Riasati (2011: 908) states that trait anxiety is a person's tendency to feel nervous or anxious about the situation he/she is facing. Described that this kind of anxiety is part of one's character and is permanent and difficult to eliminate. Someone who is anxious tends to feel anxious in various situations. After anxiety becomes characteristic, the anxiety will hinder language learning. Furthermore, this idea is relevant to opinion Spielberher (1983) in Kondo (2009: 130) which states that anxiety is identified as an individual's tendency to feel anxious in any situation and lasted for long. Trait anxiety direct someone to interpret a situation as a threat.

b. State Anxiety

State anxiety is anxiety that someone felt when faced with certain situations (Passer and Smith, 2009). Similar to Spielbergger (1983) which states that state anxiety is a feeling of worry experienced at a certain time as a form of response to a particular situation. This is a combination of the nature and specific situation of anxiety. To follow Horwitz et al. (1986) which states that this anxiety is called situational anxiety. As the name suggests, this type of anxiety arises in certain situations and is not permanent.

3. The Causes of Anxiety in Speaking English

Anxiety can be related to several factors. In the opinion of Horwitz et al. (1986) in the context of foreign language learning, anxiety that may be experienced by students is due to problems with three dimensions of anxiety. First, communication apprehension. Second, fear of negative evaluation. Third, test anxiety.

a. Communication Apprehension

As the statement from Macintyre and Gardner communication apprehension is the failure of student's to be able to understand a communication and be able to understand what he or she is saying, because his of poor self-perception (in Kheidar, 2016). In addition, Mac Crosky agrees that communication apprehension refers to the fear of communication or interaction with one or more people. It arises and occurs in students when they do not have a number of ideas or thoughts that are appropriate, then the bad thing creates fear to communicate with others (in Kheidar, 2016).

b. Fear of Negative Evaluation

Fear of negative evaluation is the second component of foreign language anxiety or second language because it is not limited to exam situations, but can also occur in social situations, evaluative situations such as interviews for work or speaking English as foreign language or second language in class (Horwitz et al, 1986). In addition, fear of negative evaluations might also come from teachers or their classmates through reactions and gestures (Szyszka, 2015). In a broader sense that it is not only related to teacher evaluation of students but also reactions felt by other students as well (Tanveer, 2007).

For example, friends who show a laugh reaction when students make mistakes. In addition, the fear of negative evaluations such as being laughed at by others is similar to the results found by Price (1991) that fear of being laughed at by others as one of the greatest source of anxiety.

C. Test Anxiety

Anxiety test as described by Horwitz et al. (1986) "refers to the type of performance anxiety that comes from fear of failure and think will doing badly in a test." (in Tanveer, 2007: 13). In addition Horwitz et al. (1986) also states that students who suffer from test anxiety are those who think learning foreign languages and specifically speaking as a threatening situation, rather than making opportunities to improve their communicative competence and speaking skills.

Furthermore, another researcher, Boonkit (2010), Liu (2011), and others mentioned that other common factors which included being the cause of anxiety in students were such as lack of vocabulary mastery, fear of making mistake and fear of being laughed at, lack of preparation and shyness.

A. Lack of Knowledge and Vocabulary Mastery

Lack of knowledge and vocabulary mastery can cause difficulties for students in the reception and production of language and become obstacles that hinder the performance of students to express themselves in speaking English, Smith (2001) in Juhana (2010: 35).

B. Fear of Making Mistake

The fear that arises in students if they make mistakes in speaking English has become a common problem, especially in the context of English foreign learning such as in Indonesia. Many students are afraid if they make mistakes and will be laughed at, making them very anxious when speaking English in class, as in previous study (Risati, 2011). In line with, Nunan (1999) argues that fear makes mistakes one of the main factors that causes the unwillingness of students to speak English in class.

C. Lack of Preparation

Lack of preparation is also the cause of anxiety when students speak English in class (Liu, 2007). In his research it was found that more students attributed their anxiety to lack of preparation and stated that the anxiety they experienced would diminish and become more confident to speak English with preparation. Thus, it is clear that preparation has the effect of increasing students' confidence in speaking English, although it may not be able to eliminate anxiety completely.

D. Shyness

According to Baldwin (2011) in Juhana (2012: 101) speaking in front of people is one of the more common phobias that occur in students and feelings of shyness make their minds "blank" forget what they have to say. Besides that, Ericson (2009) says that feelings of shame can be caused by low self-esteem and fear of accompanying rejection. From the explanation above, this aspect also needs to be considered and this is quite important to encourage and help students do their best in performance speaking their English in class.

4. The Strategies for Coping or Reduce Anxiety in Speaking English

The strategies used by students in overcoming their foreign language anxiety will also be examined. The types of strategies used as references in this study were taken from

Zhiping & Paramasivam (2013), there are: keeping silent, avoiding eye contact, expressive reaction, preparation, relaxation, and positive thinking.

a. Keeping Silent

As the statement from Prins (1986) and Bailey et al. (1999), that one most common strategy or one that is most often done by students to overcome their anxiety is avoidance. As a result of anxiety, students often choose to remain silent and do not want to participate in speech communication in class.

b. Avoiding Eye Contact

Avoiding eye contact with teachers is a non-verbal reaction that is typical of students who feel anxious (Gregersen, 2003). Sometimes when the teacher ask a questions for them, students don't want to see it. Instead they do is look down and pretend to be busy with their own activities such as writing or checking their bags.

c. Expressive Reactions

According to Zhiping & Paramasivam (2013) which speculate that smiling to cover one's true feelings is an act or characteristic of non-verbal communication and therefore such behavior will be an expected response to intense classroom anxiety. The most common expressive reactions to be quoted are smiling or laughing.

d. Preparation

According to Argaman and Abu-Rabia (2002) who stated that the right amount of language anxiety and the efforts of learners to maintain their self-esteem can lead to higher academic. One such effort is to prepare and practice tasks before learning in class. Anxious students can do the same as students who are not anxious when they have enough time to prepare themselves for learning in class (MacIntyre & Gardner (1994) in Argaman & Abu-Rabia (2002: 15)

e. Relaxation

Grasha (1987) shows that take breathing deeply for 3 to 5 minutes is an effective way to reduce tension. If someone already has good preparation but still struggles with feelings of anxiety and fear of being offered relaxation tactics aimed at reducing symptoms of anxiety. Some basic relaxation tactics are as follows: " take a deep breath, try to calm down and do your best to participate in learning, be part of the team, and you are ready for the class and as smart as your friends, so there is no reason to worried.

f. Positive Thinking

The last category is positive thinking which refers to the effort to move from a stressful situation to a positive and pleasant direction to bring relief and calm to students who are anxious so that can help them reduce excessive anxiety (Rayani et al., 2016).

3. Methods

Research design in this study is qualitative research with case study approach. Qualitative research was chosen because this study aims at providing an insight into the case of language anxiety in the 10th (science) grade students at SMAN 16 Samarinda, specifically anxiety in speaking English.

According to Frankle and Wallen (2009), case study is qualitative research approaches that studies one individual, group, or important example to formulate interpretations to specific case or provide useful generalizations. Therefore, the case study approach allows the researcher to research particular students in an effort to understand case of language anxiety.

1. Research Subjects

In this research, purposive sampling was used by the researcher to determine students of the 10th (science) grade at SMAN 16 Samarinda as the participants of this study, namely

by taking the four students. To determine participants of this study using foreign language speaking anxiety questionnaire adopted by selecting 15 items from 33 item of FLCAS developed by Horwitz et al. (1986), the full detail of questionnaire can be seen in Appendix 1. The questionnaire is a Likert-scale question (1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree.) Maximum score the respondent can achieve is 75 and minimum score 15.

This questionnaire was only used to determine the four participants who were the subjects of this study. Then, based on the result of questionnaire that obtained and analyzed, two participants with high anxiety and two participants with moderate anxiety were taken as subjects in this study. In addition, in this study students with low anxiety are not taken as participants because those who have low anxiety are considered not too anxious or can still direct themselves well in learning English, while this study only aims to investigate students who have difficulty in learning English because of anxiety which appears and becomes a barrier for them, especially in speaking ability.

2. Data Analysis Technique

The process of data analysis falls into three main phases following the qualitative analysis framework developed by Miles and Huberman (1994) as follows: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

First, the mass of data must be regulated and somehow meaningfully such as reduced or reconfigured. Miles and Huberman (1994) states that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data.

In reducing or selecting the data was using coding. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information (Rossman & Rallis, 1998). It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term. Vivo code term will be used as the term for encoding the data. For example:

The one-word capitalized code in the right column is called a Descriptive Code from interview (Int) and observation (obs), which summarizes the primary topic of the excerpt:

Primary Topic	Categories (types, causes, overcome)
¹ Int, <i>students are afraid and shy to speak English in front of the class.</i>	¹ CAUSES

Here is an example of the code applied to the data from an interview transcript in which the students' opinion during the process of speaking English in class. The codes are based on what categories (types, causes, and overcome) of students' anxiety in speaking English.

In the process of data reduction, the researcher was read the field notes and interview transcripts by the points of types and causes of anxiety experienced by students in speaking English, also how the strategy that students do to reduce or overcome that anxiety. After that, the researcher was analyze the field notes and interview transcripts by identify the points of

types and causes of anxiety experienced by students in speaking English, and students' ways or strategies in overcoming their anxiety in speaking English by construct the codes and notes.

2. Data Display

Data display is the second phase in the model of qualitative data analysis by Miles and Huberman (1994). This phase provides an organized and compressed assembly of information that allows conclusions to be drawn. Data display refers to the presentation of selected and simplified data that manages information in a certain way to understand events and lead to further analysis.

The data was analyzed by the researcher is in the form of narrative text. Data obtained from observations were displayed in the form of field notes. Meanwhile, data obtained from interview sessions were displayed in the form of transcripts. Data display consists of information from observation and interview.

3. Conclusion Drawing/Verification

The final procedure was conclusions drawing / verification, which have been done by the researcher after completing the display of data from observations and interviews. Conclusion developed from the beginning of the process of collecting data through the identification of data, analysis of data, and finding final results. Then, the researcher interpret the data to answer the research problem.

Triangulation

Two instruments (observation and interview) are used by the researcher to find out the types, factors and how to overcome or reduce the anxiety of speaking in English experienced by the students of 10th (science) grade, and it needed validity and reliability checks like other qualitative studies. Triangulation is used to examine validity and reliability in this study. Like Fraenkel, Wallen, and Hyun (2012) which states that triangulation is a process to improve the quality of data obtained and the accuracy of the understanding of researchers in a study.

There are 4 types of triangulation commonly used in qualitative research, they are: a) data triangulation, which uses two or more data sources in a study; b) investigator triangulation, which uses evaluations from several different expert researchers to confirm the data obtained; c) theory triangulation, which uses several theories to interpret data; and d) methodology triangulation, which uses a number of methods to find data.

In this study, data triangulation was used by the researcher as a way to measure the validity and reliability of this study. The researcher used the results of observations during in the classroom, and the results of interviews as data to be evaluated and combined with each other. The process reduced each data's weakness, and increased the validity and reliability of this study.

4. Result

1. Types of Students' Anxiety in Speaking English

This section is answering the research questions addressed in this study. In order to answer the first research question the researcher did classroom observation and interview. The findings revealed that one participant that is Henry have a type of trait anxiety, while three participants they are Clarissa, Martin, and Emily have a type of state anxiety. The explanation of the findings is shown in the following section as follows:

a. Trait anxiety

One participant that is Henry as participant with high anxiety have a type of trait anxiety. This can be seen from observation made during the learning process in class, Henry's behavior always shows a tense face during the learning process not only when

practice speaking English in front of the class, he also seemed to remain silent during does not interact with his peers just pretending to be busy writing notes in book and, and he also does not respond when the teacher invited him to interact using English during the learning process in class. This was also strengthened by his answer in the excerpt below:

During the process of learning speaking English I always feel anxious and tense. I have difficulty speaking in English because there are a lot of vocabulary that I do not know (Henry).

The anxiety in speaking English that he experienced indeed always appeared and lasted during the process of learning speaking English in the classroom. Anxiety experienced by Henry not only when the teacher asked him to practice speaking English in front of the class, but the anxiety he experienced even always appeared in situations that actually do not threaten him such as feelings of fear and worry when he only listened to the teacher speak and explain the material using English or hear his friends speak in English.

b. State Anxiety

Three participants namely Clarissa as the participant with high anxiety have the same characteristics type of anxiety like Martin and Emily that is state anxiety. This can be seen from observation made during the learning process in class, when they only listen to material explanations from the teacher their attitudes and behavior look normal and relaxed do not show characteristics of anxiety like tense faces. But, all of them have the same reactions and behavior as feeling shocked and nervous when the teacher asked them to speak English in front of class, sweating and trembling when the teacher asked them to answer questions using English, but when they are speak and answer questions in Indonesian language they are very fluently not showing the symptom of anxiety. This was also strengthened by their answer in the excerpts below:

Not often. I feel anxious only when I was asked by the teacher to speak English in front of the class or was told to answer questions from the teacher in English that I did not know the meaning. But if I was only told to practice speaking English with friends and just sitting in my chair without going to the front of the class, I would not feel anxious (Martin, line: 20-24, p.113).

This indicate that anxiety experienced by Clarissa, Martin, and Emily will only appear or occur when they are faced with certain situations that feel threatening to them and that anxiety does not last for long. The responses and reactions of anxiety that they experience occur spontaneously in certain situations such as when they are asked by the teacher to speaking English in front of the class or answer questions in English.

2. Causes of Students' Anxiety in Speaking English

The findings revealed that the type of trait anxiety experienced by Henry was due to the quiet nature and personality that rarely interacting in the form of speaking which make him not often or not accustomed to speaking and interacting with others so that he always feels tense and scared when he had to speak in front of many people. In addition, lack of knowledge and vocabulary mastery is also a cause of anxiety experienced by Henry when speaking in English. Then, a type of state anxiety that experienced by Clarissa, Martin, and Emily were caused by lack of knowledge and vocabulary mastery, fear of negative reaction, feeling nervous, shyness, and dislike of English lesson. Further explanation of the findings is shown in the following section as follows:

a. Lack of Knowledge and Vocabulary Mastery

Lack of knowledge and vocabulary mastery that possessed by Henry make him always feel anxious and tense during the learning process of speaking English in class because with limited of knowledge and vocabulary mastery that he had make him difficult to understand the explanation that given by the teacher using English, so he did not

understand the explanation of the material and when he was asked to speak or answer questions in English he feel very fear and worried because he could not. This was also strengthen by his answer in the excerpts below:

During the process of learning English I always feel anxious and tense. I find it difficult to understand the material because there are a lot of vocabulary that I do not know. (Henry, line: 16-18, p.104).

In addition, Clarissa, Martin, and Emily also have the limited of knowledge and vocabulary mastery that caused them difficulty in speaking, expressing, and developing the thoughts and ideas that they have. This was also strengthen by their answer in the excerpts below:

Because the vocabulary that I know is very limited, I also find it difficult to pronounce of vocabulary in English and could not to speak English fluently (Clarissa, line: 44-46, p.110).

b. Fear of Negative Reaction

In the observation made during the learning process in class, this can be seen in the reaction of Martin and Emily who did not dare to speak English in front of the class for reasons not ready, then Clarissa who always avoided when asked to interact speaking in English. In addition, they also immediately losing focus when laughed at by their friends could not speak anymore to continue their sentence. This was also strengthen by their answer in the excerpts below:

I will be very disturbed if my friends laugh at me when I am wrong in speaking, so that I become more nervous and fear to speak English (Emily, line: 50-51 p.119).

This shows that fear of negative evaluation that appears in participants comes from the negative reaction of their classmates such as laughing when they are wrong in speaking English so that when asked to speaking English especially in front of the class they do not dare because they are afraid and worried about the negative evaluation that they will receive.

c. Feeling Nervous and Shyness

In the observation made during the learning process in class, when speaking English in front of the class Clarissa, Martin, and Emily looked very nervous, this can be seen from their reactions and behaviors that become sweating, stuttering, and trembling when speaking English in front of the class and shyness shown by them looked like they did not want with the reason they are not ready and always stalling for time when the teacher asked them to speak English in front of the class. This was also strengthen by their answer in the excerpts below:

Because I am not accustomed in practice speaking English, and when speaking standing in front of many people make me so nervous and not confident that I am not focused, my thought become blank and difficulty to express what I want to say Emily, line: 33-36, p.118).

This shows that the feelings of nervousness and shyness experienced by those participants because in the process of learning English in class there are rarely English speaking activities that make them also rarely to practice in speaking English so they are not accustomed when asked to speak in English in front of the class they were more afraid if will make mistakes and feel ashamed because they are not confident when speaking English in front of the class.

d. Dislike of English Lesson

Those participants stated that they did not like English lessons because for them much of the subject matter was difficult to understand, too much vocabulary that must be

memorized, and the pronunciation of vocabulary was also difficult to follow. This was also strengthened by their answer in the excerpts below:

Honestly, I don't like it because English is the hardest lesson for me, too many English words to memorize besides that I also don't like memorizing, and then in speaking English many of the words and pronunciation are sometimes different and really makes me confused (Clarissa, line: 67-70, p.111).

From that thing it cause the lack of willingness of students to hone their ability and skill in learning English especially in speaking, because their thinking has been locked that English learning is difficult, rather than thinking to make an opportunity to further increase efforts in learning, improve performance and learning outcomes.

3. Students' Strategies in Overcoming Anxiety in Speaking English

The findings revealed that preparation, avoiding eye contact, expressive reaction, and positive thinking are strategies that do by participants to reduce or overcome their anxiety in speaking English. The explanation of the findings is shown in the following section as follows:

a. Preparation

From observation made during the learning process in class, it was seen that all participants made some preparations such as making some notes about English speaking material that they would practice and practice speaking English either alone or with their peer. This was also strengthened by their answer in the excerpts below:

What I did to reduce that anxiety is doing preparation, both in terms of preparing the material to speaking English such as making notes or preparing myself by practicing speaking alone before speaking English and increasing vocabulary memorization (Henry, line: 99-102, p.107).

b. Avoiding Eye Contact

In the observations made in class, it can be seen the reactions and behaviors that shown by those participants to reduce their anxiety such as feeling nervous and shyness are looking more at other areas such as looking at the wall or looking down rather than looking at the teacher and their friends when they were speaking English in front of the class. This was also strengthened by their answer in the excerpts below:

When I speak English in front of the class, I don't look at my teacher and friends, in order I would not be nervous because when I looked at my teacher I was immediately felt fear and my thought went blank (Clarissa, line: 97-98 p.112).

c. Expressive Reaction

In the observation, two participants namely Clarissa and Emily seemed used expressive reactions as a strategy to reduce or overcome their anxiety when speaking English. The behavior that they always did when speaking is always moving their bodies, smiling or laughing when they make mistakes in the pronunciation of words or sentences, in order to cover their mistake and not to look trembling and nervous. This was also strengthened by their answer in the excerpts below:

I also usually don't look at my teacher and friends, in order not to feel nervous and my thought become chaotic. Besides that, I always try to be calm with lots of smiles, so I don't feel too nervous (Emily, line: 98-101, p.120).

d. Positive Thinking

One of the strategies that is also carried out by the participant is with positive thinking. In the interview, one participant that is Martin stated that positive thinking can help to reduce his anxiety when speaking English. This was also strengthened by their answer in the excerpts below:

I try to keep calm even though my nervousness and fear are still bigger, but trying to be calm and confident can help me to reduce anxiety when speaking English in front of the class. I also usually think positively and believe that what I say is true so I dare to speak and express words in English (Martin, line: 93-96, p.116).

5. Conclusion

a. Conclusion

In concluding this study, first, the researcher was impressed that the four participants were more on the types of state anxiety because the anxiety that occurred to the participants more often appeared when they were faced in certain situations during the process of learning English in the classroom such as when they were asked to speak English in front of the class or answer the questions that given by the teacher using English, the participants showed a reaction like tense face, nervous, trembling until sweating.

Second, the researcher was impressed that the cause of anxiety in speaking English that occurred in students with a type of trait anxiety was due to the quiet nature and rarely in speak or interacted with others, so that become not accustomed to speaking and difficulty when speaking in front of many people, especially when speaking in English , also because the lack of knowledge and vocabulary mastery that has caused difficulty in understanding the English material that given during the learning process and difficulty in the practice of speaking English. Then, anxiety in speaking English that occurs in students with a type of state anxiety is due to the fear of negative reaction such as being laughed at, lack of knowledge and vocabulary mastery that make students difficult to be able to express what they want to say, feelings of nervous and shyness because students are not accustomed to speaking in English especially in front of the class so they become not confident.

Third, the researcher was impressed that the four participants carried out some strategies that they were believed could help them to reduce or overcome their anxiety in speaking English, among others: making preparations such as making notes of the material and practicing speaking, avoiding eye contact with the teacher or friends in order not to be too tense and nervous, making expressive reactions to cover up shyness when wrong in speaking or answering questions in English, and thinking positively by trying to still brave to speak English).

6. Suggestions

- 1) The teacher has to be aware with anxious students. They should provide a solution in which can lead the anxious feeling to the facilitating anxiety, so that student have motivate to learn.
- 2) The teacher have to create a relaxed and enjoyable atmosphere so that students are not tense, fear and more interested in learning and participating in English speaking activities.
- 3) The teacher must provide more examples which interesting of speaking English such as video of English conversation with music, or listening to English songs by displaying song lyrics through the power point in front of the class.
- 4) The teacher should vary the students' speaking activities such as discussion, make games in practice speaking English, and role play, because it helps them to show their strengths and be more comfortable in the class.

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