

Students' Strategies to Overcome Anxiety in Speaking English at The Second Grade Students Of SMK Negeri 6 MBD

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ABSTRACT

This study aimed to (a) find out kinds of the Students Strategies used to overcome their anxiety in speaking English; and (b) find out the factors that influence students' anxiety in speaking English. The data was collected from second-grade students at SMK Negeri 6 Maluku Barat Daya as the subject. This study used a mixed method. The instruments used were interviews and questionnaires. The interview was distributed to 6 students based on students' grades, for the highest, the middle, and the lowest two students consisting of the Department of Agriculture, livestock, and Fisheries. The questionnaire was adapted from Horwitz and Cope's (1986) which contained 15 statements. The questionnaire used was a Likert scale. Based on the questionnaire, the students preferred to resignation strategy to overcome their anxiety in speaking English. The percentage of resignations was 73%. The second strategy was preparation there were 66%. The third strategy was positive thinking, there were 65%. The fourth strategy was peer seeking, there were 45%. And the lowest strategy was relaxation, there were 33%. The result of the interview showed that the frequent of students' strategies to overcome anxiety was caused by two factors; unfamiliarity, and attention from others.

Keywords: strategy, speaking, anxiety

INTRODUCTION

English is a global language spoken in all parts of the world. Ideally, it should not only be taught as a subject but also used as a means of communication. According to Bakers (2003), each language skill has its unique features, and speaking is one of the most essential skills among them. It can be concluded that speaking plays a vital role in the teaching and learning process in the field of education. Speaking is an activity of exchanging information and asking questions as if it were a dialogue between two or more people (Arung, 2016). Meanwhile, according to Gudu (2015), speaking is the most important skill to learn since it is a way of communicating with others and expressing opinions and thoughts.

Teaching speaking to senior high school students is particularly challenging because they must be able to interact in the world of work. Students are expected to become entrepreneurs who can compete in national and international exchanges, but they often have limited vocabulary to help them

make English sentences. Thus, strategies are needed to help these students overcome anxiety in front of the class.

Unstructured interview with an English teacher at SMK Negeri 6 MBD in January 2022, speaking in front of the class is a source of nervousness for students. SMK Negeri 6 MBD has implemented the 2013 curriculum in the learning process. Even though they have implemented the 2013 curriculum, due to the anxiety, the teacher is more dominantly active than the students during the learning. So that students' grades are not completed every year.

METHOD

During the research, an explanatory sequential mixed-method writer design was used. The design involved collecting data in two phases: quantitative and qualitative. Quantitative data was gathered first, followed by qualitative data to help the researcher explain or elaborate on the quantitative results (Creswell, 2018).

To address the first research question regarding the types of strategies used by students in overcoming their anxiety when speaking English in the second Grade of SMK Negeri 6 MBD, quantitative data is required. To collect this data, a questionnaire was utilized. On the other hand, to address the second research question about the factors that contribute to students' anxiety when speaking English, qualitative data was collected through interviews.

Population is the whole object of research that defines the class of people or events as a source of data. The population also intended to apply the result of the research. Therefore, the population of this study was all students of class XI SMK Negeri 6 Maluku Barat Daya. The number of students in class XI is 30 students, Department fisheries, livestock, and agriculture.

The researcher used two phases in this research to collect the data. In the first phase, questionnaires were distributed to the respondents of this research to determine the most and least frequently used categories of students' strategies to overcome anxiety in English. After collecting the questionnaire results, the data was tabulated using Microsoft Excel 2010. In the second phase, the researcher selected six students based on their grades and interviewed them about the reasons behind their anxiety in speaking English. The researcher conducted individual interviews with the respondents and recorded their answers. Then, after analyzing the results of the interviews, the researcher concluded the factors that influence students' anxiety in speaking English. In this research, the writer used questionnaires and interviews as the instruments to collect data.

After collecting the data, to analyze students' strategies to overcome anxiety, the researcher divided qualitative and quantitative data analysis.

The technique of qualitative suggests the following steps:

1. The researcher use Arikunto's (2008) formula as follows:

$$p = \frac{F}{N} \times 100\%$$

Where P = Percentage
 F = Answer frequently
 N = Number of Respondents
 100 = Constant Number

2. Processing the data gain through questionnaires, categorize, and tabulate them by using Microsoft Excel 2010.
3. The researcher presents the data from the questionnaire in a graphic.

The technique of quantitative suggests the following steps:

When conducting research through interviews, the data collected needs to be analyzed by the researcher. The analysis process can be divided into four steps:

1. Transcribe
2. Code the Data
3. Reporting Findings
4. Summarizing the Findings

RESULT AND DISCUSSION

The Result

The main aim of this research is to find out the kinds of Students Strategies used to overcome their anxiety in speaking English and the factors that influence students' anxiety in speaking English. The result of the data questionnaire will perform the frequency of every statement in the form of a graphic. Meanwhile, the results of data from interviews are in the form of transcripts by table as follows:

1. Result of Questionnaire

The successfulness of the strategy to overcome students' anxiety for second-grade students of SMK Negeri 6 MBD was demonstrated by a questionnaire. By assessing the students' questionnaire and using the researcher's scoring rubric, it was clear that most students use the resignation strategy to overcome their anxiety.

The description of the raw data taken from the questionnaire is presented in the table below:

Strategy category	Questionnaire item	Strongly agree	Agree	Disagree	Strongly disagree
Preparation	1	2	9	12	7
	10	0	3	24	3
	11	2	9	12	7
Relaxation	2	0	9	18	3
	9	9	13	6	2

	12	3	15	10	2
Peer Seeking	3	7	16	6	0
	8	6	13	8	3
	13	0	9	18	3
Positive Thinking	4	9	19	2	0
	7	4	18	4	4
	14	6	9	10	4
Resignation	5	2	9	12	7
	6	7	19	4	0
	15	7	12	9	2

Table 1. Result of Questionnaire

The result showed that the speaking strategies most often used by students are resignation, and then preparation, the next positive thinking, peer seeking, and relaxation.

2. Result of Interview

The transcription of the raw data taken from the interview is presented in the table below:

No	Questions	Students' Identity	Students Response
1.	How do you like speaking?	AL	Aspiring to become a leader in the future, I recognize the importance of effective communication skills, particularly in public speaking. This is why I am passionate about learning and improving my English speaking ability, as I believe it can greatly enhance my leadership potential. Public speaking not only allows leaders to effectively convey their message, but it can also help to develop

			confidence, charisma, and other crucial leadership qualities.
		ES	That is great to hear! English is indeed a widely spoken language and being able to speak it can be very beneficial. It's great that you feel encouraged to learn and improve your speaking skills. Practice makes perfect, so keep up the good work.
		ML	The reason why I enjoy speaking is because it allows me to communicate with people from different countries, making it easier to build relationships.
		WL	I believe that speaking is important because as young people who are prepared to face technological developments, we must be trained to think smarter and be more creative.
		IL	I find it difficult to construct sentences in English due to my limited vocabulary. As a result, I prefer watching western movies where I can effortlessly repeat the lines without having to worry about forming sentences, including subjects and verbs.
		LR	I can understand why you would feel worried about your friends' opinions when speaking in a language that is not your mother tongue. It can be difficult to communicate effectively in a language that is not used everyday. It is unfortunate that some people may respond with

			unpleasant words when you make mistakes, but it's important to remember that everyone makes mistakes when learning a new language. Don't be too hard on yourself and keep practicing, you'll get better with time.
2.	In your opinion, what is anxiety?	AL	Anxiety can be described as an overwhelming feeling of fear, often associated with making mistakes or speaking in front of large groups of people.
		ES	Anxiety can be defined as an overwhelming feeling of worry or excessive unease about something that may or may not happen.
		ML	Anxiety is often described as the fear of making mistakes.
		WL	Excessive worry often leads to anxiety in a person.
		IL	Sometimes people may experience imaginary scenarios or events that have not occurred in reality. Additionally, excessive anxiety can be difficult to overcome and may persist despite attempts to alleviate it.
		LR	Sometimes people experience feelings of unease and worry that are difficult to shake off. These feelings may be related to events or situations that have not actually occurred, or they may stem from

			excessive anxiety. In either case, it can be challenging to overcome these emotions.
3.	Why do you feel anxiety?	AL	I feel anxious when my classmates are more active during the learning process. Meanwhile, I just kept silent without answering the teacher's question."
		ES	When I do something that I think is the first time, I feel anxiety.
		ML	The reason I feel anxiety is fear of making mistakes and then being laughed at by friends.
		WL	The reason I feel anxiety is not confident and afraid of making mistakes.
		IL	Fear of making mistakes is the reason I feel anxiety.
		LR	The reason I feel anxiety is when I am stared at by many people.
4.	What are the causes of anxiety?	AL	Being tense, not being able to sit quietly is what I feel when I'm anxious."
		ES	Nervousness, racing heart and sweating are what I feel when anxious.
		ML	When I feel anxiety I stammer while talking, sweat and feel like there are butterflies in my stomach.
		WL	When feeling anxiety of shortness of breath, tension and sweating.
		IL	Sweating and racing heart is what I feel when I am anxious.
		LR	When I feel anxiety I usually sweat and get nervous.

5.	What are the factors that make you feel anxious?	AL	The factors that caused me to feel anxiety were formal situations and unfamiliarity."
		ES	It is usually new situations and formal situations that cause me to feel anxiety.
		ML	The factor that causes me to feel anxiety is being the center of attention of friends when I talk and not getting used to it.
		WL	Not being used to speaking in front of friends and formal situations are factors that cause me to feel anxiety.
		IL	I rarely interact with friends or teachers during the Speaking learning process, causing me to be anxious because I am not used to it and become the center of attention.
		LR	I will feel anxiety when stared at by friends and teachers during the learning process and also because I am not used to it.
6.	What are your strategy for	AL	I always invite my colleagues to have conversations together because I like to interact with my friends. I think it's an effective way to reduce anxiety and can boost self-confidence.
		ES	When in class, I like to practice group conversations because it makes learning speaking fun and less stressful. In addition, by working in groups we can make learning speaking easier and faster.
			Learning to speak is sometimes boring, so

overcoming anxiety?	ML	I always prepare myself before the speaking learning process takes place. As a consequence, I was able to learn to speak much better.
	WL	The reason why I often feel anxious is because I am not used to it and afraid of being laughed at when I make mistakes. Positive thinking is my strategy for dealing with my anxiety.
	IL	Fear of being laughed at by friends when I make mistakes is the reason why I am anxious during foreign language class. The strategy that I often use during foreign language classes is peer seeking.
	LR	I don't like to be stared at by many people when I speak, resulting in more resignation.

Table 2. Transcript Interview

From the data transcription of the research, the researcher found that the most dominant Factor that influence students' anxiety were: unfamiliarity and attention from other.

DISCUSSION

In accordance with the findings, the questionnaire comprises 15 statements and is divided into five types of strategies: Preparation, Relaxation, Peer Seeking, Positive Thinking, and Resignation.

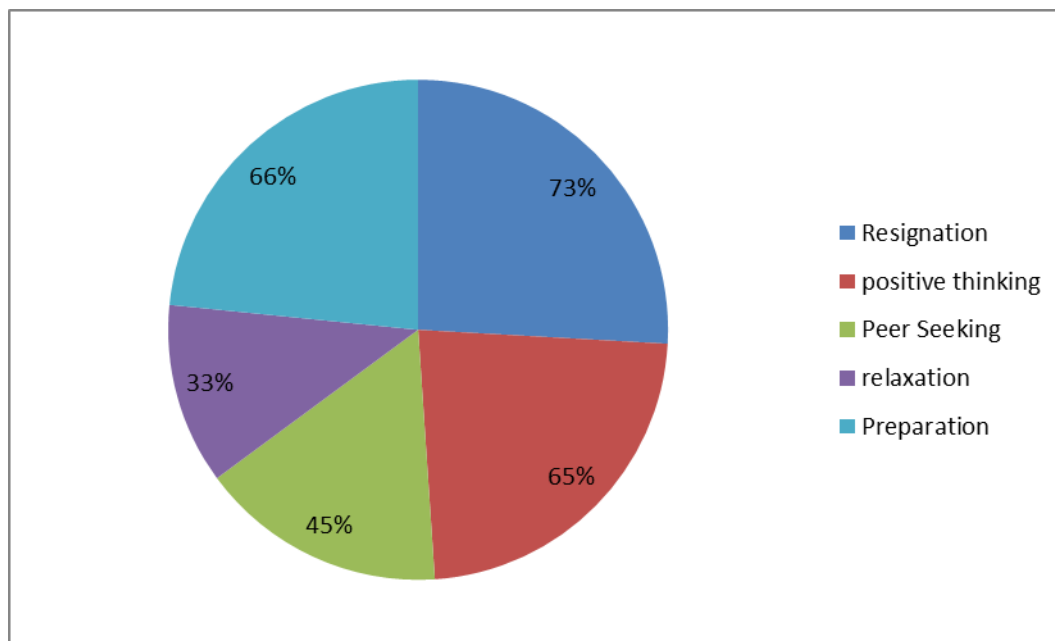


Figure 1. Percentage of Students' Response

The diagram above shows the percentage of student responses to each strategy.

a. Before entering foreign language classes, the average of all students' self-preparation statements for the first strategy, Preparation, is 66%. The strategies included in this category are 1, 10, and 11. However, while preparing well, some students still experience anxiety.

This is a rewrite: Students often experience anxiety and fear of making mistakes when it comes to foreign language classes, even if they have prepared diligently. The possibility of failing can be daunting, leading some to worry excessively about their language proficiency.

b. According to the Relaxation strategy study, an average percentage was computed for all types of statements. Specifically, statements 2, 9, and 12 were identified as very casual. Meanwhile, 33% of all students were found to be confident and unafraid of making mistakes in their language class. However, most students still feel anxious about potential misunderstandings when communicating with their teachers. Additionally, students often experience nervousness and confusion when speaking with native speakers or presenting in front of the class. Even when they are sure and relaxed, some students still harbor worries.

c. In terms of the Peer seeking strategy, the average percentage of the overall statement is 45%, including numbers 3, 8, and 13. This indicates that a small number of students prefer learning English in groups, while most students prefer solitude. These group leaders who like to read foreign language dialogues or conversations with friends are appointed to help overcome the fear of making mistakes.

d. Moving on to the Positive Thinking strategy, the average percentage of all statements is 65%, consisting of numbers 4, 7, and 14. This strategy is widely

used by most students, but some students still experience nervousness that causes them to forget what they learned at home during language class.

e. Finally, the Resignation strategy statement, which includes numbers 5, 6, and 15, has an average response rate of 73%. This strategy is the most common among students due to the fear factor of making mistakes while speaking and being ridiculed by friends. However, this fear can be addressed by the teacher during the language class.

Many students feel anxious when practicing speaking in class due to the fear of negative judgments and the belief that other students are better at language. They are also afraid of being laughed at by their peers, which can further exacerbate their anxiety. According to Price (1991), anxious students often perceive their language skills as weaker than their classmates, leading to lower self-esteem. Marwan (2007) adds that students who lack confidence are more likely to experience anxiety.

CONCLUSION

Based on the analyzed data, the researcher presents two conclusions as below:

1. The data analysis showed that there were 66% of students used the Preparation strategy, 33% used the Relaxation strategy, 45% used the peer-seeking strategy, 65% used the positive thinking strategy, and 73% of students used the resignation strategy, which is the most common strategy used when anxiety occurs.
2. Based on the result of the interview it found that unfamiliarity, embarrassment when being the center of attention, and fear of being laughed at by friends when making mistakes are the main factors that lead to anxiety in students. These factors greatly affect students' ability to achieve fluency in speaking English.

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