UNDERGRADUATE STUDENTS' COPING STRATEGIES ON FOREIGN LANGUAGE SPEAKING ANXIETY IN PUBLIC SPEAKING AND INTERPRETING COURSEWORK: A SURVEY STUDY

A Thesis

Presented to the Department of English Language Education as a Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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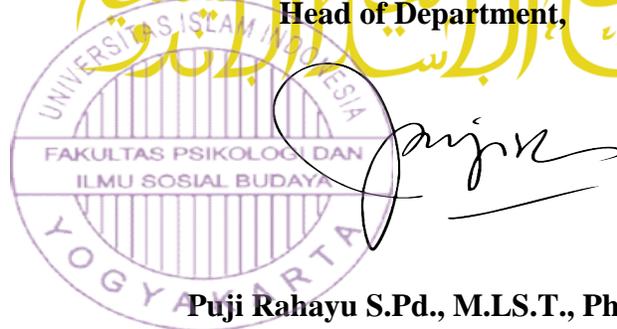
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STATEMENT OF WORK'S ORIGINALITY

I hereby declare that my manuscript entitled "UNDERGRADUATE STUDENTS' COPING STRATEGIES ON FOREIGN LANGUAGE SPEAKING ANXIETY IN PUBLIC SPEAKING AND INTERPRETING COURSEWORK: A SURVEY STUDY" is my own original work. To the best of my knowledge, it only contains sources or resources that are mentioned and acknowledged.

Yogyakarta, 8th August 2023

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MOTTO

"When life gives you something that makes you feel afraid, that's when life gives you a

chance to be brave"

-Lupytha Hermis-

"The world has never let us dream, nor it has taught us how to dream. They say it's your

fault but it's not. Don't blame yourself, it's okay to lean back when you're tired"

-Min Yoongi-

"It's not always easy, but that's life. Be strong! Because there are better days ahead"

-Mark Lee-

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

1. My beloved parents, Ahmad Jazuli and Almarhumah Supriyati, have loved me in every time and condition with all their care and affection.

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Finally, I believe that this thesis is far from being perfect; however, it is hoped that this thesis will be useful and contribute to foreign language students in the process of reducing public speaking anxiety.

Yogyakarta, 8th August 2023

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ABSTRACT

Language learners experience higher anxiety when speaking compared to other language skills. This can negatively affect their ability to speak well. To overcome this problem, learners can also develop their strategies during the learning process. Therefore, this study aims to investigate the coping strategies needed to reduce speaking anxiety in EFL students. This study is a survey research using a quantitative research approach. Thirty-nine EFL students in Public Speaking and Interpreting classes at a private university in Yogyakarta completed a questionnaire adapted from He (2017). Descriptive quantitative analysis found that among the four domains: peer seeking, preparation, relaxation, and positive thinking, the peer-seeking domain scored the lowest (M = 3.49, SD = 1.033), and positive thinking received the highest score (M = 3.86, SD = 1.022). The results of this study concluded that speaking exercises, language games, and humorous teachers can contribute more to reducing students' anxiety in speaking foreign languages.

Keywords: *Coping Strategies, Foreign Language Anxiety, Foreign Language Speaking Anxiety*

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language anxiety has become a common problem in the context of learning a foreign language and has an impact on learning that language. Many foreign language learners experience anxiety when they are in a language class, especially when speaking. Hadziosmanovic (2012) argues that speaking anxiety can cause pressure on a person, both physical and psychological pressure that can be self-defeating. Therefore, we need a coping strategy to overcome and reduce the problems of speaking anxiety experienced by students in foreign language classes.

Coping strategies refer to various efforts, both mental and behavioral, to tolerate, and reduce a stressful situation or event (Muslimah & Aliyah, 2013). Miranda (2013) states that coping strategies are individual behaviors to be able to adapt in the face of conflict or pressure experienced. Lizuka (2010) studied learner coping strategies for anxiety experienced in the context of learning a foreign language. In this study, 108 Japanese EFL students participated in a content-based English program study and were asked to complete an open-ended questionnaire about their foreign language speaking anxiety. The results revealed that most students used strategies that were relatively more positive when dealing with anxiety in English class from 11 anxiety-provoking contexts. For example, they try to overcome anxiety by acting and thinking positively, preparing well, or by trying harder. In addition, students also often use the strategy of asking classmates for help, especially when they fail to understand the teacher's explanation.

There are two perspectives on coping strategies for overcoming anxiety in speaking a foreign language, namely practicality and effectiveness (Yasuda and Nabei, 2018). They argue

that practicality is a coping strategy that students use in their real lives, students can adopt and practice certain strategies that are specific to certain anxieties. Effectiveness must be considered because this greatly influences the use of coping strategies to reduce anxiety in speaking a foreign language. Yasuda and Nabei (2018) suggest that students must continue to practice strategies if they want to be more effective.

Chen & Hwang (2020) explain that foreign language anxiety is a problem in language learning and has a negative effect on speaking English for some students. Recent research by Aripin, Noorezam, and Rahmat (2020) revealed that speaking anxiety is one of the most visible problems in language classes, determining or identifying the presence of anxiety during oral presentations by simply looking at and analyzing physical movements, facial expressions, hand movements, and body can provide important information related to speaking anxiety. Dincer, Ozcelik, Ozer, and Bahcecik (2020) reported that public speaking anxiety in a group survey ranged from 21% to 33%, indicating that public speaking is a great fear of pressure. In university and community samples, public speaking has been identified as the most feared situation. Lindner *et al.* (2018) state that public speaking anxiety is a frequent problem that can be effectively cured.

Studies related to coping strategies used to overcome students' speaking anxiety in various contexts and age groups have been widely researched. However, in this case, the current survey research is needed to fill the gap that exists between the results and what coping strategies are needed. Based on this information, this study aims to survey foreign language students regarding coping strategies needed in language classes to overcome their speaking anxiety.

1.2 Identification of the Problems

Considering that there are still many students who feel insecure when speaking a foreign language, this is very influential in their learning process and can lead to ongoing anxiety.

In line with the aim of this study, which is to find out what coping strategies are used by them as foreign language class students in dealing with speaking anxiety.

1.3 Limitation of the Problem

This study are category regarding EFL students' views of peer seeking, preparation, relaxation, and positive thinking of foreign language speaking anxiety. The participants of this study are EFL students from the English Education Study Program batch 2020 at a private university in Indonesia.

1.4 Formulation of the Study

The problem of this research can be developed into the following question based on the context mentioned:

What coping strategies do students need to reduce foreign language speaking anxiety?

1.5 Objectives of the study

This study was conducted to identify what coping strategies students use to overcome and reduce anxiety in public speaking classes.

1.6 Significance of the Research

The results of this study are expected to help future students to know the coping strategies used in overcoming foreign language speaking anxiety. Additionally, teachers as well as students can use this as one of the references and effective methods in reducing students' speaking anxiety.

CHAPTER II

LITERATURE REVIEW

2.1 Foreign Language Speaking Anxiety

The fact that anxiety plays an important role in foreign language speaking is stated by Horwitz *et al.* (1986) that students who have difficulty speaking in a group setting will usually have more difficulty speaking in a foreign language classroom, this is because their performance is consistently monitored and checked. In addition, students who are inexperienced in speaking in front of the class become nervous and anxious which makes them feel pressured. The pressure makes them worry that they will make mistakes and be judged as not giving satisfactory results. It is often reported that many students feel stressed when they have to take turns in class to speak (Worde, 2003). Foreign language anxiety is the fear that exists in a person that occurs when the learner speaks a foreign language for some time (Gardner & MacIntyre, 1993). Horwitz et al. (1986) concluded that foreign language anxiety is common in listening and speaking activities, observing a situation with certain beliefs, such as that everything said in a foreign language must be true. Luo (2013) found that foreign language anxiety has a variety of potential negative effects on learning a foreign language. Therefore, foreign language teachers and scholars are interested in finding out the causes of foreign language anxiety. Among the four skills namely speaking, listening, writing, and reading, speaking has been recognized as something that most triggers anxiety.

Price (1991) reported that speaking as foreign language learners in front of peers causes anxiety in them because they are afraid of making mistakes and being laughed at. Whereas Mede and Karaırmak (2017) revealed that foreign language speaking anxiety can be well correlated in

preparation programs or having foreign friends because it can help language learners become more proficient in a foreign language thereby reducing the level of anxiety in speaking a foreign language.

2.2 Coping Strategies for Foreign Language Speaking Anxiety

Anxiety has been identified as a common emotional reaction in foreign language classes. Language anxiety is a feeling that can divert the focus of a student's attention by presenting information that is not relevant to the task (MacIntyre, 1995, 1999; Shao *et al*., 2013). When students concentrate, there are times when they feel unintentionally anxious, thus dividing their focus to think about things unrelated to their language learning.

The coping strategies in this study refer to the strategies implemented by students and teachers to reduce anxiety in speaking a foreign language. Lucas (1984) mentions two steps for managing students' foreign language speaking anxiety in Japan. First, he creates a warm and relaxed classroom atmosphere by giving students relaxation exercises, then helps students get along with one another by teaching students how to get out of trouble or embarrassing situations. The second step is to involve students in various class activities so that students can practice more in the target language.

While there are many evolving coping strategies to address speaking anxiety and their coping classifications, these strategies still exist in the literature and can only be interpreted roughly. In this case, it can be assumed that a student applies only one coping strategy when speaking while learning a language. However (Horwitz *et al.*, 2010; Kondo & Ying-Ling, 2004) state that each student faces a different level of anxiety, so it may be necessary to use different coping strategies. Therefore, this research was conducted to explore the dynamics and processes of how students operate coping strategies for their anxiety when speaking a foreign language. By

identifying the specific moments when students feel the most anxious, including what the consequences are if they feel anxious when speaking in public. Then to investigate and find out what strategies students use and how they implement these coping strategies.

2.3 Review of Relevant Study

When learning English, pupils are required to practice and develop words, sentence by sentence. For the listener to comprehend what the speaker is saying, they must be aware of the meaning of the words they use. Students have trouble speaking English because they have a limited vocabulary and are uncomfortable speaking in front of others. If students experience uneasy psychological states like trembling, nervousness, or worry. People who acquire a foreign language such as English, may have anxiety when speaking it.

Kondo and Ying-Ling (2004) have identified coping strategies to be applied by students according to a predetermined framework. They have demonstrated five main basic strategies for reducing foreign language anxiety: preparation, relaxation, positive thinking, peer seeking, and resignation. Kondo and Ying-Ling (2004) highlight that relaxation and positive thinking strategies are useful for compensating for the lack of students' language skills. In other words, it can help students to optimize strategies to perform language tasks better. Thus, students may feel calmer and less anxious.

Kao and Craigie (2013) examined which coping strategies could predict anxiety about learning English as a foreign language. The participants used in the study were 120 Taiwanese university students who completed the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz, & Cope, 1986). The results showed that positive thinking was the coping strategy that the participants used most often when they were experiencing foreign language speaking anxiety. The use of the coping strategy of positive thinking was also the strongest predictor of all coping

variables of a lower level of foreign language speaking anxiety. The results also revealed that resignation contributed to higher levels of foreign language speaking anxiety than did the use of other coping strategies.

Deni (2021) investigates the EFL students' strategies for relieving anxiety in English speaking performances, finding that creating positive thoughts by trying to imagine oneself confidently, giving a good performance, then also trying to think of something fun, and trying not to think about the consequences or effects as strategies that students use to overcome speaking anxiety. This research study titled EFL students' Strategies in relieving anxiety in English speaking performance, this research uses quantitative methods and the population of this research is the 2016 batch of English Education students at one of the private universities in Banda Aceh.

In other research studies, the coping strategies used by the participants in this study where students perform exercises and take deep breaths can restore their senses. The techniques used to manage the tension of speaking anxiety were preparation, relaxation, silence, and improvisation. This research entitled explores the factors and strategies used to cope with the speaking anxiety of EFL students' during online learning, which aims to discover what are the EFL students' strategies to cope with their speaking anxiety. This research used a qualitative approach and the English language training branch at a private University in Samarinda as participants (Andini, 2022).

Moreover, He (2017) conducted research to identify the strategies used by Chinese college students to cope with foreign language anxiety and the effectiveness of these strategies in reducing student's anxiety in speaking. 302 students from two different universities in China participated in this study. The result of this study showed that the most dominant strategies used by the students were relaxation, good preparedness, talking with other students to reduce their nervousness, and positive thinking.

2.4 Theoretical Framework

Saltan (2003) investigated the anxiety of speaking a foreign language from the perspective of students and the perspective of the teacher underlined that students experience a certain level of anxiety in speaking a foreign language, but the intensity is not too high. Therefore, more speaking practice will increase students' oral competence and motivation to learn a foreign language, thereby reducing the anxiety of speaking foreign language learners (Phillips, 1991).

As stated by Horwitz et al. (1986), foreign language speaking anxiety is a complex that is distinct from the self-perceptions, feelings, and behaviors associated with language learning classes that arise from the uniqueness of the learning process. They suggest a theory on language learning anxiety which has three interrelated components: communication apprehension, fear of negative evaluation, and test anxiety. Communication apprehension is defined as anxiety to communicate with others and embarrassment to starting a conversation, fear of negative evaluation refers to apprehension of receiving evaluation from others, whereas test anxiety is exemplified as a type of anxiety that starts from the fear of failure that hasn't even happened yet.

Therefore, several strategies have been suggested to deal with anxiety. One of them is the three approaches to dealing with anxiety from Hembree (1988). The first is the cognitive approach which suggests that anxiety comes from thinking disorders that occur in class and is advised to do emotional therapy and cognitive restructuring to avoid anxiety. The second approach is an effective approach that tries to reduce the negative relationship between class and anxiety, and overcome it by doing relaxation exercises and biofeedback exercises. Lastly, the behavioral approach implies that anxiety stems from poor academic skills and this anxiety can be overcome by practicing study skills.

This study will use a survey research instrument adapted from the theory of coping strategies for foreign language speaking anxiety from He (2017) which consists of four domains; peer seeking, preparation, relaxation, and positive thinking. This study will use the instrument developed by He (2017), because the instrument has similarities with what will be researched regarding anxiety coping strategies in speaking a foreign language.
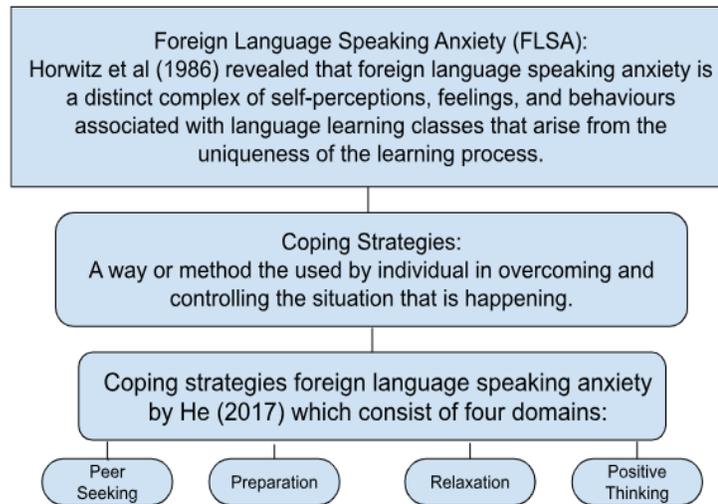
Figure 2.1 Conceptual Framework

Peer seeking is like telling yourself that you're not the only one who feels anxious, other people must feel that too. The preparation factor includes several things that need to be prepared, such as studying harder to prepare yourself better or asking questions to teachers or peers. Relaxation refers to an effort that aims at lessening self-tension, such as trying to calm down, taking deep breaths, and then exhaling slowly. Meanwhile, positive thinking is like trying to be confident by telling myself that I can do it and everything will be okay, such as providing a self-positive statement or simply praying. This study will use the instrument developed by He (2017), because the instrument has similarities with what will be researched regarding anxiety coping strategies in speaking a foreign language.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

A survey study was used in this research to identify the speaking anxiety coping strategies of foreign language learners in the public speaking and interpreting classes of the English education department. A survey study is a method of collecting data by surveying the population to obtain a description of the attitudes, behaviors, and characteristics of the population (Creswell, 2012). The research data were collected through questionnaires and the Foreign Language Classroom Anxiety Scale (FLCAS) adapted from He (2017) was used as an instrument in this study.

3.2 Data Preparation

To conduct this research, foreign language students who enrolled in Public Speaking and Interpreting classes in the English Education program at one of the Universities in Yogyakarta were selected. To obtain data, the researcher distributed questionnaires through Google Forms.

3.3 Population

This study involved active students who were taking Public Speaking and Interpreting courses. The population in this study was 39 undergraduate students in the Department of English Education. Based on the sample size calculation, there were 39 students (i.e., 11 males and 28 females) to participate in this online survey. All participants who took part in this study were currently taking the Public Speaking and Interpreting course. All willing participants gave their

consent to participate in the consent statement in the online questionnaire instrument provided through Google Forms. In the statement, they were informed that their participation in the study was voluntary and the confidentiality of their answers was guaranteed. The researcher created the online questionnaire in Google Forms and distributed the link via WhatsApp to the targeted participants.

3.4 Data Collection Technique

3.4.1 Research Instrument

The instrument used was the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire. The FLCAS is a 12-item with a 5-point Likert scale type response format that has scores ranging from strongly agree (5) to strongly disagree (1). The questionnaire was translated into Indonesian and the translation was validated by the second author who was the thesis supervisor of the first author. The instrument, which consists of four domains, is presented in Table 3.1. Each of these items refers to components of factors students speaking anxiety are shown in Table 3.1 that to help participants comprehend the contents of each questionnaire item, it has been translated into Indonesian.

Table 3.1 Description of the domains of the questionnaire

Domain	Number of Items	Items
Peer Seeking	3	1, 2, 3
Preparation	3	4, 5, 6
Relaxation	3	7, 8, 9
Positive thinking	3	10, 11, 12

Each item refers to the domains from He (2017): peer seeking (3 items), preparation (3 items), relaxation (3 items), and positive thinking (3 items).

3.4.2 Validity and reliability

According to Leavy (2017), validity is a metric used to determine whether a result is consistent or whether something should be measured. The study used instruments from He (2017) by testing them on several students in the target population. In this study, the questionnaire from He (2017) was translated into Indonesian, and the validity of its content was discussed with the supervisor. Creswell (2014) contends that the consistency of a measure is directly related to reliability in terms of validity. According to Taber (2018), a Cronbach Alpha (α) score of 0.81 indicates strong reliability of the instrument, and the result of the SPSS 25 shown below, out of a total of 12 items the Cronbach Alpha (α) score is 0.882. Then it can be concluded that the query item used is reliable.

Table 3.2 Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.882	12

3.5 Data Analysis Technique

       The method is descriptive analysis, the data gathered in order to respond to the questions are described in this section. The technique of data analysis is by analyzing the questionnaire by grouping the students' answers on the questionnaire. Then, the researcher calculates the mean, frequency, and standard deviation with descriptive statistics. The researcher calculates the data using SPSS.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

This chapter describes the results of the questionnaires regarding the four domains of peer seeking, preparation, relaxation, and positive thinking that were completed by EFL Students at one of Yogyakarta's private universities.

4.1.1 The Result of Respondents' Batch Information

Table 4.1 Result of Respondents

Item		Gender	Frequency	Percentage (%)
Class	Public Speaking & Interpreting	Female	28	71.8
		Male	11	28.2

Out of the 39 participants completed the informed consent form and agreed to participate in this study.

4.1.2 Overall Survey Results

Following the description of the participants' profiles, descriptive statistics were used to evaluate how participants responded to coping strategies that helped deal with college students' foreign language speaking anxiety, which are presented as follows:

Points scored
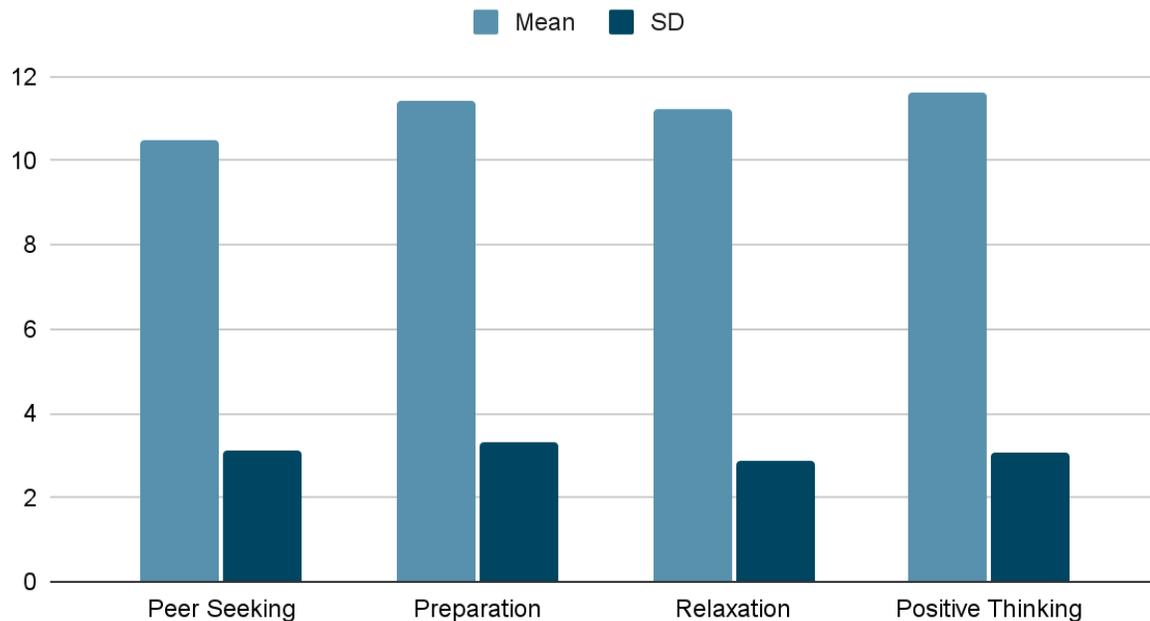
Figure 4.1 - Participants' Foreign Language Classroom Anxiety Coping Strategies in Public Speaking and Interpreting Coursework Academic Year 2022/2023

In the chart above, it shows that peer seeking (M = 10.47, SD = 3.101), preparation (M = 11.41, SD = 3.316), relaxation (M = 11.25, SD = 2.864), and positive thinking (M = 11.60, SD = 3.067).

Table 4.2 The Profile of Participants' Foreign Language Classroom Anxiety Coping Strategies in Public Speaking and Interpreting Coursework Academic Year 2022/2023

	N	Minimum	Maximum	Mean	Std. Deviation
Peer Seeking	39	3.31	3.67	3.49	1.033
Preparation	39	3.64	4.05	3.80	1.105
Relaxation	39	3.46	4.00	3.75	0.954

Positive Thinking	39	3.72	4.03	3.86	1.022
Valid N (listwise)	39				

The questionnaire consisted of twelve statements and was divided into four domains: Peer Seeking, Preparation, Relaxation, and Positive Thinking. As shown in the table above, the highest is *preparation* (M = 4.05, SD = .887), meanwhile the lowest is *peer seeking* (M = 3.31, SD = 1.055).

4.2 Strategies to Cope with Speaking Anxiety

Foreign language speaking anxiety (FLSA) is common among students. This foreign language speaking anxiety is considered a factor that can be managed and overcome properly. In this study, the researcher investigated coping strategies for overcoming foreign language speaking anxiety from the students' perspective. As a result, the researcher found four main strategies proposed by He (2017). These strategies are (a) Peer Seeking, (b) Preparation, (c) Relaxation, and (d) Positive Thinking.

4.2.1 Peer Seeking

Having classmates working in small groups helps to reduce nervousness when speaking a foreign language (M = 3.67, SD = 1.132). Participating in a supporting group or activity (e.g. a foreign language corner) helped reduce my fear of speaking the language (M = 3.31, SD = 1.055) and had little impact on students overcoming language speaking anxiety.

Table 4.3 Result of Peer Seeking

Item Number	Statement	N	Mean Score	Standard Deviation
1	Having classmates work in small groups helps reduce my nervousness when speaking a foreign language.	39	3.67	1.132
2	It helps reduce my nervousness to talk with other students about the fears of speaking a foreign language.	39	3.49	.914
3	Participating in a supporting group or activity (e.g. a foreign language corner) helps reduce my fears of speaking that language.	39	3.31	1.055

In the table above, the results of this study are different from the results of He (2017) data. The difference is that in the He (2017) data, the standard deviations are all below one, which means that each participant's answer has the same trend but the deviation is low. In this survey, all standard deviations are above one, although the mean is high, the deviation is also high, meaning that participants tend not to be one word.

4.2.2 Preparation

As shown in table 4.4, statements impacting the preparation domain that have the highest scores are doing exercises (e.g. productive self-talk) helps reduce fears in speaking that language (M = 4.05, SD = .887). Meanwhile, the lowest score (M = 3.64, SD = 1.267) is in the statement if accuracy is not the focus, then it will not be nervous when speaking a foreign language.

Table 4.4 Result of Preparation

Item Number	Statement	N	Mean Score	Standard Deviation
4	Doing relaxation exercises (e.g. productive self-talk) helps reduce my fears in speaking that language.	39	4.05	.887
5	If accuracy is not the focus, I will not be nervous about speaking a foreign language.	39	3.64	1.267
6	I do not feel so anxious when speaking a foreign language in a friendly environment.	39	3.72	1.162

He (2017) found that a friendly learning environment was recognized to reduce student anxiety. This study found that doing relaxation exercises (e.g. productive self-talk) is a strategy that can help reduce speaking anxiety. So it can be concluded that the outcome findings from this domain have differences in what strategies they use to overcome speaking anxiety.

4.2.3 Relaxation

Table 4.5 shows that the highest score found in the statement humorous teacher helps reduce nervousness in speaking a foreign language (M = 4.00, SD = .973). On the other hand, teachers' encouragement makes them feel relaxed when speaking a foreign language gets the lowest score (M = 3.4, SD = .913), which indicates that students are not very comfortable with the encouragement from the teacher which puts pressure on them.

Table 4.5 Result of Relaxation

Item Number	Statement	N	Mean Score	Standard Deviation
7	Teachers' encouragement makes me feel relaxed when speaking a foreign language.	39	3.46	.913

8	A humorous teacher helps reduce my nervousness in speaking a foreign language.	39	4.00	.973
9	A patient teacher helps reduce my nervousness in speaking a foreign language.	39	3.79	.978

He (2017) found that humor is important and has a great impact on foreign language teaching. Therefore, it can be concluded that this study has in common that being a humorous teacher is a very effective strategy to overcome students' foreign language speaking anxiety. It can be interpreted that teachers as well as students should increase their awareness to utilize humor in daily foreign language teaching and learning to alleviate students' language class speaking anxiety.

4.2.4 Positive Thinking

In the positive thinking domain, the highest statement was that playing language games helps reduce nervousness when speaking a foreign language (M = 4.03, SD = .903). Meanwhile, the lowest statement (M = 3.72, SD = 1.075) in this domain is feeling relieved about speaking a foreign language if the teacher corrects the mistakes indirectly (e.g. just repeat the right form instead of saying that I am wrong).

Table 4.6 Result of Positive Thinking

Item Number	Statement	N	Mean Score	Standard Deviation
10	I feel relaxed about speaking a foreign language if I know that mistakes are part of the language-learning process and are made by everyone.	39	3.85	1.089
11	I feel relieved about speaking a foreign language if my teacher corrects my mistakes indirectly (e.g. just repeat the right form instead of saying that I am wrong).	39	3.72	1.075

12	Playing language games helps reduce my nervousness when speaking a foreign language.	39	4.03	.903

This study and He (2017) have different findings regarding strategies to overcome students' speaking anxiety. This study found that playing language games helps reduce nervousness when speaking a foreign language is an effective strategy that students use to overcome speaking anxiety. While He (2017) found that students feel relaxed when speaking a foreign language when they know that mistakes are a learning process and common among learners is an effective strategy to reduce speaking nervousness.

4.3 Discussion

The findings showed that among the four domains: peer seeking, preparation, relaxation, and positive thinking, positive thinking had the highest mean score. Within this domain, there was one item that had the highest score, which was that playing language games helps reduce nervousness when speaking a foreign language (M = 4.03, SD = .887). Deni (2021) found that to create positive thinking, try to believe in yourself by imagining yourself giving a good performance, then also by doing something fun like language games to relax yourself, and try not to think about the consequences or effects before doing it. The results of this study also state that playing games can build one's confidence in making decisions and improve students' target language skills in accordance with what He (2017) stated.

The preparation domain received the second highest mean score, as doing relaxation exercises (e.g. productive self-talk) helped to reduce the fear of speaking the language (M = 4.05, SD = .887). This result is also similar to a previous study conducted by He (2017) which stated that the highest mean in the preparation domain is the same thing. This indicates that preparation

refers to efforts to control future anxiety by improving learning strategies (e.g. preparing well). Asysyifa, Handayani, and Rizkiani (2019) stated that students are nervous to speak due to a lack of preparation, fear of falling behind in understanding the material, fear of making mistakes, fear of being laughed at by their peers, and a lack of confidence in their ability to spell and pronounce words in English. The use of these strategies will minimize speaking anxiety associated with language classes. Several studies have concluded that preparation should be well planned so that students are not overly nervous and confused when it comes to speaking. They feel panic and anxiety that occurs when having to speak a foreign language in front of the class without good preparation (Utami, 2020).

Relaxation received the third highest score, because a humorous teacher helps reduce nervousness in speaking a foreign language (M = 4.00, SD = .973). According to Lucas (1984), the presence of a humorous teacher in the relaxation domain has a huge influence on how students deal with speaking anxiety. According to research (Wagner and Urios-Aparisi, 2008), humor (especially good humor in teaching) can help reduce students' fears and stimulate their desire to participate in speaking activities by creating a relaxed classroom atmosphere. The study by Kalwar *et al.* (2022) which aimed to find coping strategies used by English language students at a public sector University in Karachi found that the participants in this study used relaxation techniques such as deep breathing and the presence of a humorous teacher to break up the classroom atmosphere could help overcome the participants' speaking anxiety.

Peer seeking has the lowest mean, this is due to one item that has the lowest score, namely participating in a supporting group or activity (e.g. a foreign language corner) helps reduce fears in speaking that language (M = 3.31, SD = 1.055). In terms of peer seeking, despite the fact that the score is low, it actually indicates that a low score has good implications. Although participating

in a supporting group or activity received a low score, it means there is still fear in them to explore further in overcoming foreign language speaking anxiety. Previous research by Miskam and Saidalvi (2019) stated that when students are expected to speak English in front of their peers in an activity, they become insecure. As a result, when asked to speak English, they become nervous. Students' obstacles in doing public speaking are similar to the problems they face when they have to make friends with their mindset. However, it cannot be assumed as the main problem, because activities like this are still widely done to improve their ability and train their skills in speaking and socializing. As stated by Lucas (1984) that by involving students in an activity can make students' practice more and good in the development of determination in themselves to be more confident.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and the suggestion of the study. The conclusion could be stated as a summary of this study and to highlight the findings of the research. There are also some points for further research especially about coping strategies for foreign language speaking anxiety.

5.1 Conclusion

The purpose of this study is to find out what strategies students need to reduce speaking anxiety as English Education foreign language students in Public Speaking & Interpreting classes, in one of the private universities in Yogyakarta. The results of this study showed that the participants had known the coping strategies needed to reduce their anxiety when speaking in public. In conclusion, this study revealed that participants tend to feel relaxed and confident when they prepare themselves thoroughly and are given a comfortable space with a humorous teacher or do language games to relax themselves in order to reduce anxiety. Whereas if they were in a new environment in a group or activity, they felt the pressure on them was much greater, so they felt much more nervous and frustrated about what they were going to do.

5.2 Suggestion

The study focuses on the strategies students use to address their foreign language speaking anxiety in Public Speaking & Interpreting classes at the Department of English Language Education. In future research studies, researchers recommend that other researchers investigate the

coping strategies of foreign language students' speaking anxiety within larger classes or courses and expand with in-depth interviews or blended surveys.

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Appendix 1

Domain	Item	Original English	Indonesian Translation
Peer Seeking	1	Having Classmates work in small groups helps reduce my nervousness when speaking a foreign language.	Memiliki teman sekelas yang bekerja dalam kelompok kecil dapat membantu saya mengurangi kegugupan ketika berbicara bahasa asing.
	2	It helps reduce my nervousness to talk with other students about the fears of speaking a foreign language.	Berbicara dengan siswa lain dapat membantu saya mengurangi kegugupan tentang ketakutan saya saat berbicara bahasa asing.
	3	Participating in a supporting group or activity (e.g. a foreign language corner) helps reduce my fears of speaking that language.	Ikut serta dalam kelompok atau aktivitas kampus (seperti, foreign language corner) dapat membantu mengurangi kecemasan saya dalam berbicara bahasa asing.
Preparation	4	Doing relaxation exercises (e.g. productive self-talk) helps reduce my fears of speaking that language.	Melakukan latihan relaksasi diri (seperti, latihan berbicara secara teratur atau produktif) dapat membantu mengurangi kecemasan saya dalam bahasa tersebut.
	5	If accuracy is not the focus, I will not be nervous about speaking a foreign language.	Jika ketepatan bukan menjadi salah satu fokus, saya tidak akan merasa cemas saat berbicara bahasa asing.
	6	I do not feel so anxious when speaking a foreign language in a friendly environment.	Saya tidak merasa cemas ketika berbicara bahasa asing saat berada di lingkungan yang menyenangkan.

Relaxation	7	Teacher encouragement makes me feel relaxed when speaking a foreign language.	Adanya dorongan dari guru membuat saya merasa rileks ketika berbicara bahasa asing.
	8	A humorous teacher helps reduce my nervousness in speaking a foreign language.	Guru yang humoris membantu mengurangi rasa gugup saya dalam berbicara bahasa asing.
	9	A patient teacher helps reduce my nervousness in speaking a foreign language.	Guru yang sabar membantu mengurangi rasa gugup saya dalam berbicara bahasa asing.
Positive Thinking	10	I feel relaxed about speaking a foreign language if I know that mistakes are part of the language-learning process and are made by everyone.	Saya merasa tenang ketika berbicara bahasa asing saat saya mengetahui bahwa kesalahan adalah bagian dari proses belajar bahasa dan bisa terjadi oleh siapa saja.
	11	I feel relieved about speaking a foreign language if my teacher corrects my mistakes indirectly (e.g. just repeat the right form instead of saying that I am wrong).	Saya merasa lega berbicara bahasa asing ketika guru saya memeriksa kesalahan saya secara tidak langsung (misalnya, dengan mengulangi bentuk yang benar alih-alih mengatakannya secara langsung bahwa saya salah).
	12	Playing language games helps reduce my nervousness when speaking a foreign language.	Dengan melakukan permainan bahasa dapat membantu saya mengurangi rasa gugup ketika berbicara bahasa asing.

Appendix 2

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Tanggal   : 12 April 2023
Nomor   : 587/Dek/70/DURT/IV/2023
Hal   : Permohonan Izin Pengambilan Data Skripsi

Yth. Ketua Jurusan/Prodi Pendidikan Bahasa Inggris

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa   : Nurhamidah
Nomor Induk Mahasiswa   : 19322068
Program Studi   : Pendidikan Bahasa Inggris
Pembimbing   : Astri Hapsari, S.S., M. TESOL
Judul Skripsi   :

"UNDERGRADUATE STUDENTS' COPING STRATEGIES ON FOREIGN LANGUAGE SPEAKING ANXIETY IN PUBLIC SPEAKING AND INTERPRETING COURSEWORK: A SURVEY STUDY"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

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Appendix 3
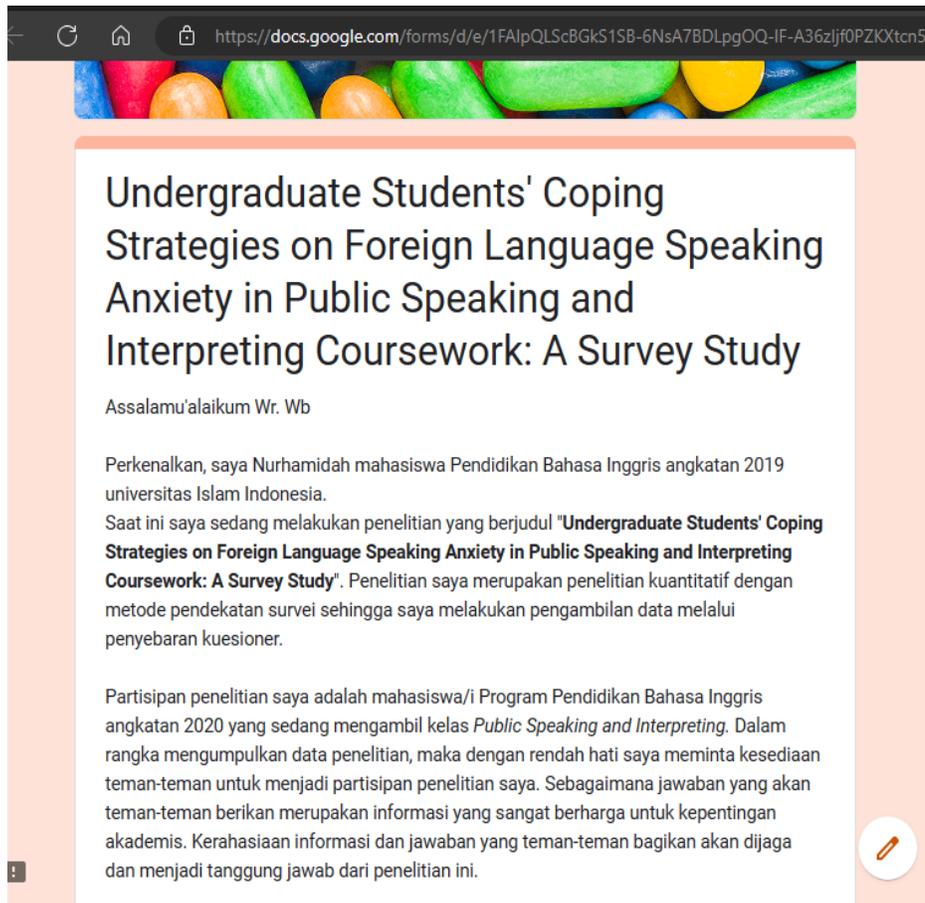
Undergraduate Students' Coping Strategies on Foreign Language Speaking Anxiety in Public Speaking and Interpreting Coursework: A Survey Study

Assalamu'alaikum Wr. Wb

Perkenalkan, saya Nurhamidah mahasiswa Pendidikan Bahasa Inggris angkatan 2019 universitas Islam Indonesia.
Saat ini saya sedang melakukan penelitian yang berjudul "**Undergraduate Students' Coping Strategies on Foreign Language Speaking Anxiety in Public Speaking and Interpreting Coursework: A Survey Study**". Penelitian saya merupakan penelitian kuantitatif dengan metode pendekatan survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner.

Partisipan penelitian saya adalah mahasiswa/i Program Pendidikan Bahasa Inggris angkatan 2020 yang sedang mengambil kelas *Public Speaking and Interpreting*. Dalam rangka mengumpulkan data penelitian, maka dengan rendah hati saya meminta kesediaan teman-teman untuk menjadi partisipan penelitian saya. Sebagaimana jawaban yang akan teman-teman berikan merupakan informasi yang sangat berharga untuk kepentingan akademis. Kerahasiaan informasi dan jawaban yang teman-teman bagikan akan dijaga dan menjadi tanggung jawab dari penelitian ini.