

**EFL HIGH SCHOOL STUDENTS' STRATEGIES FOR REDUCING
SPEAKING ANXIETY: A CASE STUDY**

A Thesis

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



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APPROVAL SHEET

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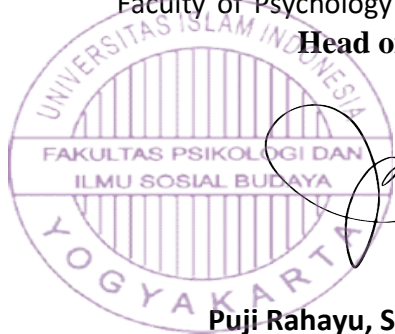
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RATIFICATION SHEET
EFL HIGH SCHOOL STUDENTS' STRATEGIES FOR REDUCING
SPEAKING ANXIETY: A CASE STUDY

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STATEMENT OF WORK' S ORIGINALITY

STATEMENT OF WORK' S ORIGINALITY

I honestly declare this thesis entitled EFL High School Students' Strategies for Reducing Speaking Anxiety: A Case Study, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

I certify that the literate content of this thesis is my best final work and any assistance received in preparing this thesis and sources has been acknowledged.

Yogyakarta, October 15, 2023



the researcher
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MOTTO

“Indeed, Allah will not change the condition of a people until they change the condition of themselves. – QS. Ar-Rad:11

DEDICATION

In the name of Allah SWT, I dedicate my thesis to my parents, Mr Basuki Suharsono, and Ms. Kartika Savitri for everything given to me. I also dedicate this thesis to my two younger siblings, Andika Satria Megantara and Erlangga Satria Maulana for always giving and being a spirit that will never go out for me. Don't forget, I dedicate this thesis to me, myself, and I for successfully completing this difficult mission, for always fighting whatever the obstacles, and never thinking about giving up in the process of completing this thesis.

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'as-salamu' alaykum wa-rahmatu -llahi wa-barakatuh

Alhamdulillah Rabbil 'Aalamiin, all gratitude to Allah SWT and also *shalawat* Prophet Muhammad SAW who has given me faith, peace, patience, and strength to complete this thesis as a partial fulfillment to obtain the *Sarjana Pendidikan* degree and finish my study. This thesis would not have been possible to complete without the help and support of many parties. With pleasure, the author would like to thank:

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There is still insufficiency in this thesis. Therefore, the writer should be prepared to offer suggestions, and recommendations. I hope that everyone who reads this thesis will find it useful.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Yogyakarta, October 15, 2023

The researcher

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Table of Contents

APPROVAL SHEET	i
RATIFICATION SHEET	ii
STATEMENT OF WORK' S ORIGINALITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT.....	x
CHAPTER I INTRODUCTION.....	1
1.1 Background of the study	1
1.2 Identification of the problem.....	2
1.3 Limitation of the Study	2
1.4 Formulation of the problem	2
1.5 Objectives of the study.....	3
1.6 Significances of the study	3
CHAPTER II LITERATURE REVIEW.....	4
2.1 Foreign Language Speaking Anxiety.....	4
2.2 Strategies for Coping with Foreign Language Anxiety	8
2.3 Conceptual framework.....	9
Figure 1. Conceptual Framework.....	10
CHAPTER III RESEARCH METHOD	11
3.1 Research Design and Method	11
3.2 Research Setting and Participants.....	12
3.2.1. Research Setting.....	12
3.2.2. Participants.....	12
3.3 Data Collection and Research Instrument.....	13
3.3.1 Data Collection	13
3.3.2. Research Instruments	14
3.4 Data Analysis	15
3.5 Research Timeline	17
3.6 Trustworthiness.....	18
CHAPTER IV FINDINGS AND DISCUSSION	19
4.1 Findings and Discussion	19
4.1.1 Findings.....	19
4.1.2 Strategies for Reducing EFL Speaking Anxiety	20
4.2 Discussion.....	37

4.2.1 Strategies for Reducing EFL Speaking Anxiety	37
CHAPTER V CONCLUSION AND SUGGESTION	40
5.1 Conclusion	40
5.2 Suggestion and Recommendation	40
REFERENCES	41
APPENDICES	43
Appendix 1. Coding Matrix	43
Appendix 2. Interview Transcription	45
Appendix 2.1 Interview Transcription 1	45
Appendix 2.2 Interview Transcription 2	51
Appendix 3 Interview Guide.....	64
Appendix 3.1 Interview Guide 1	64
Appendix 3.2 Interview Guide 2.....	65

Figure List

Figure 1. Conceptual Framework.....	10
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Table List

Table 1. Participant's Information	13
Table 2. Matrix of interview question.....	14
Table 3. Coding Sample	16
Table 4. Coding Matrix.....	16
Table 5. Research Timeline	17
Table 6. Participants Coping Strategies	20
Table 7. Jihan's Coping Strategies Profile.....	27
Table 8. Dimas's Coping Strategies Profile.....	30
Table 9. Fawwaz's Coping Strategies Profile.....	34

EFL HIGH SCHOOL STUDENTS' STRATEGIES FOR REDUCING SPEAKING ANXIETY: A CASE STUDY

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ABSTRACT

This research aims to investigate the strategies that EFL high school students use to overcome their speaking anxiety in classroom context in Academic year 2022/2023. This study employed a qualitative method. The data were collected through interviews with three participants from a private high school in Yogyakarta and semi-structured interview were conducted to gained strategies used by participant to cope with foreign language speaking anxiety. The data was analyzed used by thematic analysis. The overall results show that the three participants experienced anxiety when carrying out learning activities in class, both when communicating, receiving evaluations, and when taking grades. In this study it was also found that these three participants had strategies to overcome their EFL speaking anxiety (i.e., preparation, relaxation, peer seeking, and resignation), which could help them to deal with EFL speaking anxiety in the classroom context. Therefore, with this strategy, students can have lower anxiety when carrying out learning activities in class. This research investigates strategies employed by EFL high school students to address speaking anxiety, offering potential ways to reduce anxiety and enhance classroom experiences. It emphasizes the need for further research on anxiety's broader impact and suggests the role of teachers in supporting students with speaking anxiety.

Keywords: *Foreign Language Classroom Speaking Anxiety, High School Students, English as a Foreign Language, Coping Strategies*

CHAPTER I

INTRODUCTION

This chapter introduces the research. This includes research background, problem identification, boundaries problems, problem formulations, research objectives, and the importance of research in closing of this chapter.

1.1 Background of the study

Speaking anxiety remains a common problem experienced by high school students, especially in English as a foreign language (EFL). This problem occurs not only for students with low English proficiency, but also for students with high English proficiency. Foreign language anxiety as a complex of self-perceptions, beliefs, emotions, and behaviors related to language learning in the classroom that result from the uniqueness of the learning process (Horwitz, Horwitz, and Cope, 1986). This refers to the argument of Baleghizadeh and Shahri (2014), anyone who feels anxious can quickly lose confidence and panic. There is no denying that this phenomenon is happening all around us.

These issues above should be investigated in English classes at school, students may encounter content that requires them to act or speak in English in front of their friends. Students may feel anxious in this situation. According to a study by Öztürk and Gürbüz (2014) students with low English proficiency are afraid to speak. Quantitative data shows that most students perceive speaking ability as a factor that causes anxiety. Pronunciation, off-the-cuff questions, fear of making mistakes, and negative evaluations were also found to be the main causes of fear of speaking in EFL (Öztürk and Gürbüz, 2014). Both previous studies found that EFL students found this speaking skill to be anxiety-provoking. Regarding the above issue, researchers would like to describe strategies to reduce speaking anxiety in English as a foreign language (EFL) among high school students.

In the past five years, several studies have been conducted to discuss how students deal with foreign language anxiety Joppi Rondonuwu (2020), Hasna (2020), Yawen Liu and Jian Wang (2023). In the EFL context, researchers have not found any studies that included high school students as participants in similar studies in Indonesia. Therefore, this study discusses coping strategies for Indonesian high school students to overcome EFL language anxiety.

1.2 Identification of the problem

According to Rafada and Madini (2017), the main causes of language anxiety are fear, lack of vocabulary, weak school system, test anxiety, and the role of teachers in increasing or decreasing the anxiety of their colleagues. It is established that individuals characterized by both a limited command of the English language and diminished self-esteem exhibit an increased propensity for experiencing anxiety during English language communication. However, it is essential to note that the manifestations and consequences of this anxiety may vary. It is important to emphasize that fear of speaking is normal and can be felt by anyone. Fear is a reaction when a person feels difficult or has gone too far. However, ignoring it will have a serious impact on students' academic development. If you feel anxious when speaking in public, it is better to find a solution right away to reduce your anxiety so that it does not get worse later. Therefore, this study was designed to give students at least an overview of strategies for dealing with speaking anxiety.

1.3 Limitation of the Study

This study discusses EFL high school students' coping strategies for overcoming their speaking anxiety in English. The participants will focus on high school students in English subjects.

1.4 Formulation of the problem

Refers to the problem and problem limitation, it will be formulated as follows:

- What high school students coping strategies for reducing speaking anxiety?
- How do high school students employ strategies to reduce speaking anxiety?

1.5 Objectives of the study

Based on the issues above, this research aims to describe the coping strategies used by high school students to overcome their speaking anxiety in EFL learning.

1.6 Significances of the study

The hope of this research is to provide useful information and knowledge for several parties and of course also to make a positive contribution to the students. With these findings, researchers hope that students can devise strategies to reduce or even eliminate their anxiety. For teachers, this study is expected to provide them with information when students' experience speaking anxiety and the teacher can choose the most suitable way to deal with it. For other researchers, this research is expected to be a good reference for conducting future research.

CHAPTER II

LITERATURE REVIEW

2.1 Foreign Language Speaking Anxiety

Anxiety is an unpleasant state with symptoms such as having difficulty doing something or feeling stressed because something is about to happen, which are signals in the brain that cause anxiety (Horwitz et al., 1986). Ozturk and Gurbuz (2014) also state that anxiety can be a state of anxious tension and stress about something. Students often feel anxious when learning foreign dialects. It is also referred to as a negative entity that can influence students when learning a foreign language. Speaking anxiety and fear of negative evaluation have been found to be strongly and significantly correlated with LA (Gkonou, 2014). Fear is an emotional state that is as unpleasant as feelings of tension, pressure, or fear that something is approaching and will affect the brain's autonomic nervous system. Anxiety can be understood as the normal human feeling of anxiety, tension, fear, and anxiety that arises in the human mind when we are in an uncomfortable and uncomfortable situation. Fear is also known as a negative connotation that can affect students learning foreign languages (Saarahwati, 2020). Anxiety is due to discomfort with speaking in a second language, including listening, speaking, and language learning (McIntyre and Gardner, 1994, p.284). According to them, it can be concluded that anxiety, characterized by stress and unease, hinders language learning, particularly for students tackling foreign dialects. This emotional state, as defined by researchers, is associated with heightened tension, stress, and language learning apprehension. Speaking anxiety and the fear of negative evaluation are closely linked to language anxiety. The emotional dimension of fear plays a pivotal role in this process, impacting the body's response to anxiety. Anxiety significantly impedes language learning across various language skills, including listening and speaking (McIntyre and Gardner, 1994).

In the context of foreign language learning, EFL speaking anxiety is defined by Horwitz et al., (1986) as describing the anxiety and discomfort an individual feels when having to express themselves orally in a foreign or second language. It was done. This is a specific form of language that focuses on speaking and verbal communication and includes feelings of nervousness, nervousness, and fear of mistakes and negative judgment from others that may occur during the language learning process. represents anxiety.

Horwitz et al., (1986) suggested that EFL speaking anxiety can be related to three types of performance anxiety: communication apprehension, fear of negative evaluation, and test apprehension. This problem can be due to a lack of understanding of the foreign language and demonstrating low proficiency in the language being taught (Yamashiro and McLaughlin, 2001; Kondo and Ying-ling, 2003).

Horwitz et al., (1986) also stated that there are three major factors that contribute directly to Foreign Language Speaking Anxiety. These factors, among others, are often known as three types of performance anxiety. These factors are 1) Communication Apprehension, meaning that A prevalent facet of FLSA involves a general sense of fear or unease when it comes to verbalizing thoughts and ideas in a foreign language. This anxiety often stems from worries about potential misunderstandings, errors, or challenges in effectively conveying messages, 2) Fear of negative evaluation, meaning that another significant aspect of FLSA relates to the fear of being negatively judged or assessed by others, such as teachers, peers, or native speakers, during attempts to communicate in the foreign language. Individuals experiencing this anxiety fear of making mistakes or sounding inadequate, adding to their overall apprehension, and 3) Test Apprehension/Test Anxiety in Speaking assessments, means within the realm of FLSA, individuals may specifically experience anxiety related to assessments that require speaking, like exams, oral presentations, or speaking evaluations. The

pressure to perform well in such assessment situations not only increases tension and anxiety, but also increases an individual's fear of being judged on their language skills.

There are related studies on high school students' strategies for reducing EFL speaking anxiety that are relevant to this study. The first study focusing on the causes of FLSA was conducted by He (2018), which aimed to study the main causes of FLSA in China. This is a quantitative study using statistical methods supplemented by qualitative methods. The researchers took 322 participants (302 students and 30 teachers). Data were collected by interviewing both teachers and students in school offices or classrooms. The results of this study show that the main cause of FLSA is the student's foreign language learning experience, speaking ability - the most important and most anxiety-provoking, the impact of anxiety on foreign language learning reactions (can't remember familiar words, tremble voice, or body), red or pale face, unconscious behavior (e.g., touching hair), feeling embarrassed, not knowing where to put your hands, panic, etc.)

Kalwar, Yasmeen, Manzoor, and Khan (2022) which aims to discover coping strategies for English language speaking anxiety used by English students at a public sector university in Karachi found that the participants in this study used such preparation techniques as to manage speaking anxiety; relaxation as take deep breath as coping strategies that used by the participants. This research study entitled coping strategies for English language speaking anxiety among English students at a public sector university in Karachi. This research uses qualitative research and 47 undergraduate students of English department as participants. The outcome of this research reveals the presence of a dominant factor contributing to English language anxiety, is the inflexibility of language teachers.

The third study focusing on strategies to cope with speaking anxiety among college students (Saarahwati, 2020). This study examined the factors that cause speaking anxiety

among students "EFL university students. The researchers used a qualitative method, specifically the case study method. The research participants were EFL university students who were taking an academic speaking course at schools' private university in Yogyakarta: After two weeks of observing three different classrooms, the researchers selected two participants, both of whom had varying levels of speaking anxiety. Data were collected through observations and personal interviews at different locations and times. The researchers' findings were divided into two themes: observations and interviews. The observation results were that one student had a high level of anxiety and another student in the other class had a low level of anxiety. The results of this study suggest that there are several FLSA factors; Teacher intimidation, higher teacher skill level, low English proficiency, fear of making mistakes, lack of vocabulary, fear of being the center of attention, lack of preparation and lack of systems Support is a number of factors. And strategies for dealing with the FLSA; a) Understand the topic, b) Prepare well, c) Practice more, d) Record your own voice, e) Memorize the text, f) Generate keywords.

Saarahwati (2020) stated speaking anxiety is an issue in Foreign Language Speaking Anxiety (FLSA) and has a negative effect for student, based on her study the student experiences a high level of speaking anxiety while the other students experienced a high level of anxiety. Saarahwati (2020) also added Teachers' threat, Teachers' higher proficiency level, Low English proficiency, Fear of making mistakes, Lack of vocabulary, Fear of being the focus of attention, Lack of preparation and No support system to be several factors that contributed to causing symptoms of FLSA. Refers to Horwitz et al., (1986) states that the situation when learning a foreign language certainly has many potential risks because students are forced to communicate spontaneously in L2, which can cause fear, panic, "chills" and confusion. The conclusions of the researchers above, indeed when students are asked to communicate in L2 spontaneously, most of them tend to feel the anxiety and anxiety that strangers suffer the language learning process can be called foreign language anxiety. Speaking is the most nervous

experience for students when they come and stand in front of their friends and fear of making mistakes. According to students, when students make mistakes, they are humiliated by their own friends. Based on previous research conducted by Saarahwati (2020), this study differs in its participant group, which comprises high school students. The current research primarily focuses on the performance and coping strategies of high school students concerning foreign language anxiety within a classroom context.

2.2 Strategies for Coping with Foreign Language Anxiety

Kondo and Ying-Ling (2004) suggest five strategies to overcome foreign language anxiety. The first strategy, preparation, refers to efforts to tame the upcoming threat by applying study and research methods (e.g., studying hard, trying to get Reasonable summary from lectures). Using these strategies will expand students' subjective mastery of computable subject matter and thus reduce anxiety in the language course. The second strategy, relaxation, uses techniques aimed at reducing the physical symptoms of anxiety. Typical things are "I'm taking deep breaths" and "I'm trying to calm down". The third strategy is positive thinking, which is characterized by its mitigating function of suppressing problematic psychological processes that cause anxiety in students (e.g., imagining themselves performing well, trying to try to enjoy the voltage). These means are intended to shift attention from unpleasant situations to positive and pleasant signals, and reduce the student's anxiety. The fourth strategy, peer-seeking, is characterized by a student's temperament of seeking out alternative students who appear to be having difficulty understanding the subject and/or managing their anxiety. Surname. For anxious students, the conclusion that others have similar problems can serve as a source of emotional regulation through social comparison.

The final set of strategies is labeled Resignation. This type is characterized by a student's reluctance to try to do something to reduce their language anxiety (e.g., give up, sleep in class). Student news samples about Resignation seem aimed at minimizing the impact of

hysteria by refusing to face the problem. This current study adapts five strategies to reduce speaking anxiety in English as a foreign language, the five strategies refer to Kondo and Ying-Ling (2004) preparation, relaxation, positive thinking, peer seeking, and resignation. All the studies above selected as the relevant studies to this research because there all studies aim to investigate and how to reduce FLSA. Because those researchers are relevant to this study, they can be used as references.

2.3 Conceptual framework

- **Foreign Language Classroom Anxiety:** This term represents the unique anxiety students feel when learning a new language in a classroom. It involves how they perceive themselves, their beliefs, feelings, and actions related to speaking.
- **EFL Speaking Anxiety in Classroom Setting:** This part focuses on the anxiety students experience when speaking English in a classroom. It includes fear of speaking, worrying about negative judgments, and test anxiety.
- **Strategies for Coping with Language Anxiety:** These are the methods students use to reduce their language anxiety. They include preparing well, staying relaxed, thinking positively, seeking support from peers, and sometimes accepting their anxiety.
- **High School Students' Strategies for Reducing Speaking Anxiety in EFL Context:** This section is about how high school students apply the coping strategies mentioned above to lower their anxiety when speaking English in the classroom.

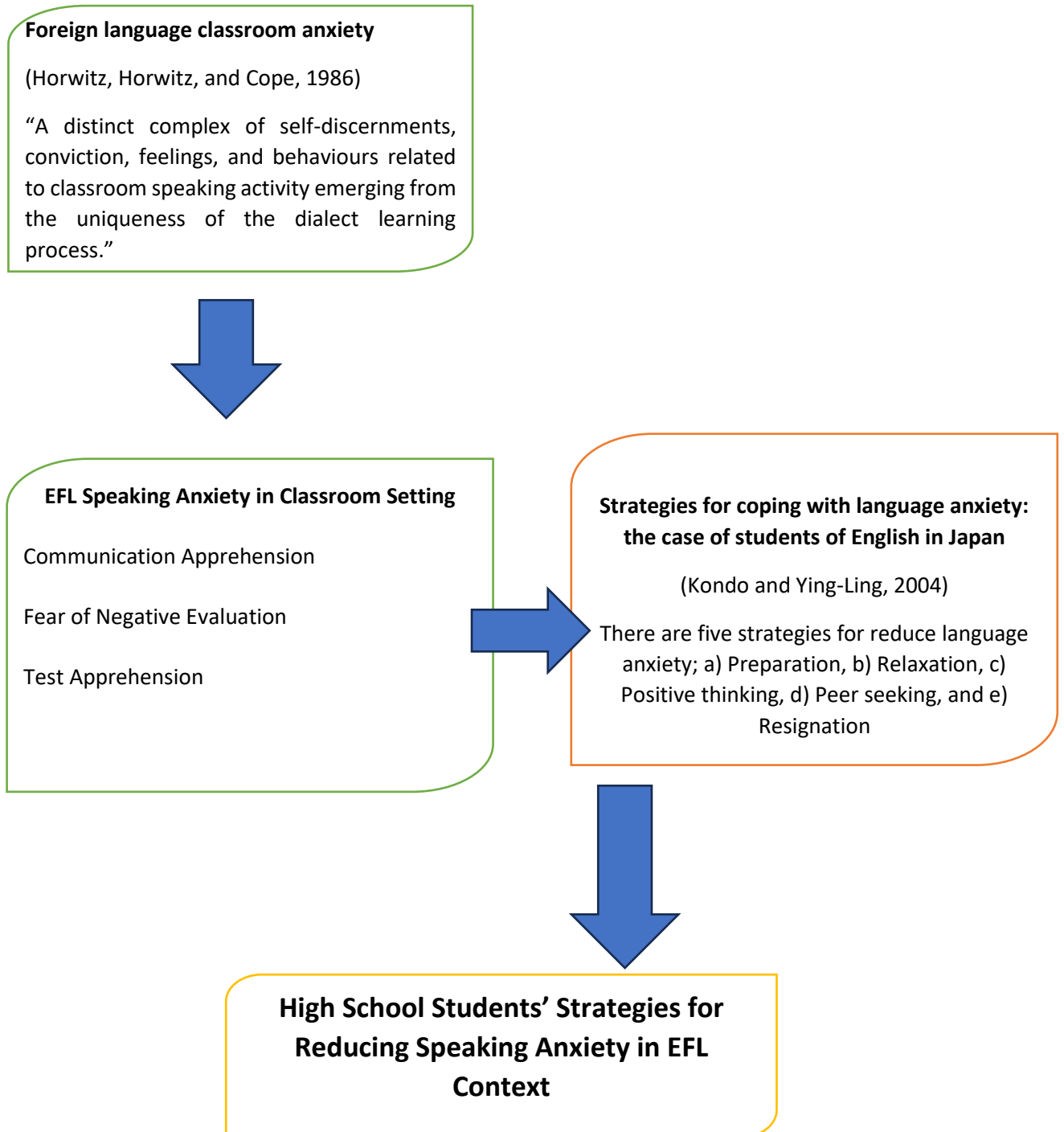


Figure 1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter deals with research methodology. It contains study design, data preparation (participants, data types, data sources, and informed consent), data collection techniques, data analysis and Research credibility.

3.1 Research Design and Method

In this study, researchers used qualitative methods, specifically using the case study method. An important and controversial aspect of the case study method revolves around the question of the extent to which findings from a single social unit can be generalized to a wider population of similar units. As Yin (2009), a case study is an investigation that examines a real-world phenomenon and is not simply a means of data collection but also a research strategy or design rescue.

In this study, the data collection method used was using a semi-structured interview method. According to Magaldi and Berler (2018), semi-structured interviews are widely favored in qualitative research as an effective way to collect data for investigation. These interviews involve the use of an interview guide or protocol that focuses on specific topics of discussion. High school students' experience of anxiety when speaking in front of class is a common phenomenon in the region, due to limited access to effective strategies to manage this anxiety. This common problem motivated researchers to conduct research, using semi-structured interviews to address existing problems and propose practical solutions. The main objective of this study was to examine the strategies and methods needed to reduce students' fear of public speaking.

3.2 Research Setting and Participants

3.2.1. Research Setting

This research was conducted at a private high school located in the city of Yogyakarta. This school has at least 25 classrooms, each containing 30 students. Students in this school are facilitated with excellent facilities to support student skills, for example, there is an extracurricular English language club. Every Wednesday after participating in formal activities at school, these activities begin, where students learn English further than students who do not participate in these activities. Research time at this school requires the right time to produce quality data and the course of research can run well. Previously, the researcher intended to conduct observation activities and participate in students' extracurricular activities. However, due to the researcher's inability to gain access and the fact that the students at that school were taking final exams, an interview was conducted with students who had been pre-selected by the English subject teacher at the school. The teacher recommended several students who he thought were suitable to be used as participants in this research.

3.2.2. Participants

Three students were selected for the study and were interviewed by the researcher. Both the researcher and the English teacher played a role in choosing these students. The participants were deemed appropriate for the research and shared a common experience of feeling anxious when speaking English as a foreign language. This was because the researcher had previously taught English at the school and had encountered the students who were now participating in the study. The participants in this study were high school students who took speaking material in English subjects at a private school in Yogyakarta. Students were given assignments by their teachers to create storytelling with topics that students could determine themselves. Students were also allowed to create presentation materials, which aimed to help them when they spoke in front of the class to present the storytelling assignment.

Table 1. Participant's Information

Name (Pseudonym)	Class/Age	What level of English proficiency the participants perceive themselves
Jihan	X/15	Pre-Intermediate
Dimas	X/16	Beginner
Fawwaz	X/15	Intermediate

3.3 Data Collection and Research Instrument

3.3.1 Data Collection

In this research, researchers used semi-structured interviews as a tool. Initially, researchers will observe English classes that focus on speaking skills and extracurricular English clubs to identify students who experience anxiety when speaking English as a foreign language. However, because an exam was being held, the researcher did not observe the class and met directly with the participants

Upon meeting the participants, immediate interviews were conducted with a selected group of five students. From these interviews, three data points were chosen for subsequent analysis. The selection criteria for these data points included: 1) students who had been required to present assignments in English lessons, 2) participants who experienced anxiety when speaking in front of the class, 3) participants who had no difficulties speaking in front of the class, 4) participants who had developed strategies to overcome their anxiety when speaking in English, and 5) participants who lacked effective strategies to overcome their anxiety when speaking in English.

Before proceeding to the interview, the researcher first prepared an instrument containing the construct, made written informed consent, and the participants were part of this research.

a. Written informed consent form

One important aspect of ethical standards that had to be implemented into the study was obtaining proper permission from research participants (Barkhuizen et al., 2014). With the statement above, the researcher ultimately decided to create an informed consent document that was provided to the participants before the interviews began, securing approval for the use of their data in the analysis for this study. Additionally, this research utilized a data collection permission letter issued by the university as an additional document for conducting interviews with the participants.

b. Data source

These interviews were conducted at the school, either in an empty library, a suitable interview room, or classrooms, with the aim of providing a comfortable environment for the participants. To facilitate further analysis and address research questions, the entire interview process was recorded for audio analysis.

3.3.2. Research Instruments

Table 2. Matrix of interview question

Subject	Definition	Component	Interview Question
Foreign language speaking anxiety (FLSA) definition (Horwitz et al., 1986)	A distinct complex of self-discernments (the ability to understand the meaning or significance of something (or the knowledge gained as a result), self-knowledge, your goals, and your abilities.), conviction (Conviction means a firmly held belief or opinion.), feelings, and behaviours related to classroom speaking activity emerging from the uniqueness of the	1.Communication apprehension 2.Fear of negative evaluation 3.Test apprehension (Horwitz et al., 1986)	1. How is your speaking class so far? 2. How is your experience when you are speaking in class? 3. What happen when you are asked to speak in English? 4. What makes you feel anxious when speaking English? 5. How do you feel when you do not get a positive evaluation about your

		dialect learning process. (Horwitz, Horwitz and Cope, 1986).		performance in front of the class?
Strategies for Coping with Foreign Language Anxiety	There are five strategies for reduce language anxiety; a) Preparation, b) Relaxation, c) Positive thinking, d) Peer seeking, and e) Resignation (Kondo and Ying-Ling, 2004)	Coping strategies for Foreign Language Speaking Anxiety (Kondo and Yin-ling, 2004) 1.Preparation 2.Relaxation 3.Positive thinking 4.Peer seeking 5.Resignation	6. What are your coping strategies to deal with English communication apprehension? 5a. How do you prepare yourself to communicate in English in the classroom setting? 5b. How do you maintain your English communication skill? 5c. How do you manage your emotion and thinking to be positive during English communication session? 5e. What if you are in a very difficult situation to communicate in English?	

3.4 Data Analysis

Researcher used a theme-based analysis method that used to identify, analyze, and create reports for this research and also help to categorize and describe the data better (Braun and Clarke, 2006). There are six stages in the thematic analysis, namely:

Stage 1: To get to know the data by looking and reviewing the data that has been taken from the material. I reviewed all the data taken in the interview. Then the researcher makes a copy of the interview results into a transcription and reads all the data sources listed in the transcription repeatedly until they can describe the transcript properly and correctly.

Stage 2: Generate code. Researchers produce several code initials based on research documents by dividing them into 5 code initials, namely: preparation, relaxation, positive think, peer seeking, and resignation that can be easily and organized in the data set. I created the following coding system as evidence from data taken from interviews for this study.

Table 3. Coding Sample

Coding sample	Mean
SRESA/PR/MP/01	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PR’ is for Preparation category. ‘MP’ is for More Practice sub category. ‘01’ means that it’s from interview transcript line 01
EF	Emergent Finding

Stage 3: Looking for a theme from the data that has been coded initials. According to Braun and Clarke (2006) thematic analysis serves as a technique for recognizing, examining, and conveying the underlying patterns (themes) within the dataset. In this research, the type of performance anxiety based on the theory of Horwitz et al., (1986) was also included in the theme to find out how it can be applied by students to reduce speaking anxiety. All the coding that I have generated will appear in the data findings. I also divided the data in this research into several categories, each category of which has been confirmed as a category which is further divided into several more specific sub-categories.

After reading all the transcriptions one by one based on the answers from the participants and compiling the codes into themes that have the potential to become themes that are relevant to this research. The complete theme can be found in the thematizing matrix table. This research found preparation: more practice, improve language skills, mastering vocabulary, reading English text, memorizing text. Relaxation: avoid eye contact. Positive thinking: not afraid to make mistakes, increase self-confidence. Peer seeking: group study, finding good support system and the final resignation. As strategies used by participants.

Table 4. Coding Matrix

Construct	Category	Sub Category	Code
Type of performance anxiety	Communication apprehension		CA
	Fear of negative evaluation		FNE
	Test apprehension		TA

Strategies for Reducing EFL Speaking Anxiety	Preparation	More practice	SRESA/PR/MP
		Improve language Skills	SRESA/PR/ILS
		Mastering vocabulary	SRESA/PR/MV
		Reading English text	SRESA/PR/RET
		Memorize text	SRESA/PR/MT
	Relaxation	Avoid eye contact	SRESA/RX/AEC
	Positive think	Not afraid make mistakes	SRESA/PT/NAMM
		Increase self-confidence	SRESA/PT/ILS
	Peer seeking	Group Study	SRESA/PS/GS
		Finding Good Support System	SRESA/PS/FGSS
Resignation		SRESA/RS	
Emergent Findings			EF

Stage 4: Reviewing the theme to select the most appropriate data to be included in the created theme.

Stage 5: Define the theme that has been created, and name it.

Stage 6: Making the output as a report in this research.

3.5 Research Timeline

Below is the timeline for analyzing the data collected by the researcher.

Table 5. Research Timeline

Stage	Data Collection	Time
Stage 1	Get to know the data	June-July 2023
Stage 2	Generate initial codes	June-July 2023

Stage 3	Search the theme	August 2023
Stage 4	Reviewing themes	September-October 2023
Stage 5	Define and naming themes	September-October 2023
Stage 6	Making report	September-October 2023

3.6 Trustworthiness

In order to maintain the quality of qualitative research, researchers employ established research techniques that have been documented and evaluated in reputable academic publications. Additionally, researchers formulate interview inquiries by seeking guidance from experienced individuals, aiming to gather trustworthy insights. Subsequently, the researcher implemented the member-checking approach to verify the reliability of the data to be collected. This method is well-suited because it relies on participants as valuable sources for obtaining the necessary data for the research.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings and Discussion

4.1.1 Findings

In this section, the data found from data collection from interviews is categorized into themes and codes to support the findings and discussions in this research. To answer the research question that has been formulated "What and how are high school students' strategies and their implementation to reduce speaking anxiety?" In this research, the researcher utilized semi-structured interviews, which, according to According to Magaldi and Berler (2018), semi-structured interviews are extensively favored in qualitative research as a highly effective approach for collecting data during investigations. The face-to-face interviews were conducted with the participants at the same location but without other participants present, ensuring their privacy during the interview. The researcher considered this method as the most appropriate because it allowed the participants to answer sensitive questions without feeling embarrassed, as their responses would not be heard by others. The interviews took place on Wednesday, May 31 2023, starting at 11:30 AM. Jihan, was interviewed for approximately 5 minutes and Fawwaz, were interviewed at 1:00 PM and 1:05 PM, respectively, with each interview lasting around 5 minutes. This time, the researcher aimed to explore how the participants cope with the anxiety they experience when speaking in front of the class. The research questions were based on relevant theories concerning strategies to overcome the fear of speaking English as a foreign language among high school students. Jihan mentioned several anxieties she experiences when asked to speak in English, such as a racing heart due to lack of mastery over the subject, feeling inadequate in English language proficiency, and fear of making mistakes in front of classmates. She believed that more practice, improving her English skills, and trying not to be afraid of being the center of attention were essential for her improvement. Dimas, on

the other hand, mentioned that to overcome his anxiety, he needed more practice in speaking English correctly, increasing his vocabulary, and boosting his self-confidence. He had previously experienced anxiety symptoms such as trembling, feeling cold, and a lack of vocabulary. Fawwaz, the final participant in this study, disclosed experiencing symptoms like panic, fear of making mistakes, and difficulty focusing when observed by many people. Her coping strategies involved extensive reading in English, not being afraid to make mistakes, memorizing texts, and increasing self-confidence. It is evident that the strategies for coping with the fear of speaking vary for each individual, which may be influenced by the level of anxiety, thought patterns, environmental factors, and participant backgrounds.

To facilitate reading, a table has been included below to present how each participant copes with their speaking anxiety.

Table 6. Participants Coping Strategies

Participants (pseudonym)	Strategies for Reducing EFL Speaking Anxiety
Jihan	<ul style="list-style-type: none"> - More practice - Improve English language skills - Be less afraid of being the center of attention
Dimas	<ul style="list-style-type: none"> - More practice speaking English - Expand vocabulary - Increase self-confidence
Fawwaz	<ul style="list-style-type: none"> - Extensive reading in English - Not afraid to make mistakes - Memorize texts - Increase self-confidence

4.1.2 Strategies for Reducing EFL Speaking Anxiety

EFL speaking anxiety is a common thing that is usually experienced by students. This speaking anxiety can be one of the factors which, if not immediately addressed, can prevent students from progressing in learning English. In this study, researchers investigated how to

reduce speaking anxiety using English as a Foreign Language from the perspective of high school students.

Based on the theory of Kondo and Yin-Ling (2004), there are five strategies for reducing anxiety, namely 1) Preparation, 2) Relaxation, 3) Positive Thinking, 4) Peer Seeking, and 5) Resignation.

1 Preparation

According to the participants, using this strategy can minimize the possibility of anxiety when speaking in front of the class. This preparation must be prepared with good planning so that students do not feel burdened by what they choose so that they do not become more anxious when speaking in front of the class. Based on interviews conducted by researchers, three participants in this study had prepared their appearance even for a short time and they said that they became more confident when speaking in front of the class. Even so, they still feel inadequate because they don't have long enough time to prepare it properly. All participants in this study also expressed ways to prepare for their performances, even though it sounds very general, here are some of their ways to reduce their anxiety when speaking; 1) more practice, 2) improving language skills, 3) mastering vocabulary, 4) reading English text, 5) memorize text.

i) More Practice

One of the participants in this study, Jihan, told researchers that the exercises he had been doing so far could help him reduce his speaking anxiety. With regular practice, he can become more comfortable and enjoy his appearance in front of the class.

“Before giving a presentation, I usually practice a lot, at least twice before stepping forward.”

(SRESA/PC/MP/JH/26)

“For the practice method, I typically stand in front of a mirror and also challenge myself by asking my family or friends to evaluate my presentation before actually going up in front of the class.”

(SRESA/PC/MP/JH/28)

“So, using that approach, I know which aspects I need to improve on, so I don’t feel too anxious about my shortcomings when I haven’t practiced. That method somewhat helps me reduce my anxiety, to some extent.”

(SRESA/PC/MP/JH/30)

According to Jihan, practicing to some extent helps her reduce the anxiety she experiences. In her opinion, her performance is better compared to not practicing at all. She assesses her good performance based on her pronunciation and body movements during the presentation in front of the class.

ii) Improving language skills

Apart from practicing a lot, Jihan uses the free time to take English lessons at home, according to her, this is very important if you want to avoid speaking anxiety. If she doesn’t have time to take lessons, she is usually watches films or communicates with friends in the game using English, so she can improve her English skills.

“I also participate in English tutoring sessions at home with my friends. My tutor guides me to preparation more diligently, especially in speaking, as we have conveyed to our tutor.”

(SRESA/PR/ILS/JH/42)

“Usually, when I’m feeling very tired after tutoring, I cheer myself up by watching movies or playing games. While playing games, I often chat and converse with friends in the game using English, so I can continue to learn and enhance my English-speaking abilities.”

(SRESA/PR/ILS/JH/44)

Based on the statements above, even playing games and watching movies can help someone improve their English proficiency, which is directly related to reducing anxiety in speaking. With this approach, individuals can identify what needs improvement and what their shortcomings are, enabling them to prepare more thoroughly before speaking in front of others.

iii) Mastering vocabulary

Dimas said that by mastering a lot of vocabulary, he became more comfortable when speaking in English. He still remembers when he didn't master much vocabulary.

"I preparation a lot, to master a wide range of vocabulary. Now, I have much more vocabulary and it's helping me a lot, so my anxiety to speak in English has reduced."

(SRESA/PR/MV/DM/22)

From the statement above, it can be concluded that Dimas learned a lot of vocabulary so that he could become more confident with himself when speaking in front of the class and he has proven it when asked to speak in front of the class, his anxiety reduced.

iv) Reading English text

Reading is a bridge to the world, according to Fawwaz, reading lots of English literature before giving a presentation is something that really helps her. Because by reading, she can also automatically remember new vocabulary which might be useful when she gives a presentation later.

"In my experience, when I started reading regularly again, I became more confident, because many of the readings I went through turned out to be useful for me during presentations like the one I had yesterday."

(SRESA/PR/RET/FW/16)

"Yeah, for sure, that has helped reduce my anxiety when speaking in English."

(SRESA/PR/RET/FW/18)

"Definitely, I will read a lot more so that my anxiety doesn't resurface."

(SRESA/PR/RET/FW/18)

The experience gained by Fawwaz above can serve as a lesson for other students in the future. Reading more will enhance vocabulary mastery and can also reduce anxiety when speaking in English. Reading is a common yet highly beneficial strategy.

v) Memorize text

Fawwaz continued her conversation by saying that she also usually remembers the text that she will say later, but she also finds it lacking if she remembers the entire contents of the text, so if she forgets, it will be a "boomerang" for her because she doesn't know what she will say.

"Besides reading, I also usually memorize the content."

(SRESA/PR/MT/FW/22)

“Yes, it can have a detrimental effect, but I also minimize it by understanding the core of what I want to convey. It’s quite helpful in reducing my anxiety when speaking.”

(SRESA/PR/MT/FW/24)

Based on the statement above, it can be concluded that if you want to remember the text, you have to do it carefully so that it doesn’t become a new problem. Usually, she only remembers the main points because she can look for other similar words thanks to diligent reading.

2 Relaxation

Jihan said that several ways to reduce EFL speaking anxiety are to try to relax, because if you are not calm it will make you more stressed so you usually experience “blankness”.

i) Avoid eye contact

From the results of the interview obtained, Jihan has a way of not being too tense when asked to come to the front of the class and speak English,

“If I’m not in a relax position, I usually just go blank. Especially if you accidentally make eye contact with a friend like that. So, I avoided it”

(SRESA/RX/AEC/JH/43)

Eye contact is something that often becomes a problem when asked to speak in front of many people. Because from the researcher’s experience, making eye contact with the audience will make you nervous when speaking in front. To appear to be paying attention to the audience, you can also use tactics such as looking at the listeners’ foreheads.

3 Positive Thinking

Positive thinking is divided into two types, namely focusing on situations where the speaker only thinks about good things. The second type is thinking about things that make you comfortable and not caring about anything else other than focusing on what you want to convey.

i) Not Afraid to make mistakes

“Mistakes are a common thing to do when learning. So, I enjoy the moment more when I perform, the mistakes that occur later will be a correction for my next performance.”

(SRESA/PT/NAMM/FW/28)

From the statement above, Fawwaz already understands that mistakes when studying are something that is very possible for someone who is studying, and that mistakes will also be a correction for him so he doesn't need to think too much about it..

ii) Increase self-confident

This strategy can be a diversion when you are in a difficult position, by increasing self-confidence you can change the situation into positive thinking. For example, believing in yourself that you will be able to complete this challenge well. Dimas is known as someone who has a loud voice according to his friends, so he started his presentation with an opening that amazed his friends.

“Hi everybody! I will present my assignment...”

“It's usually like that, I also put on a big smile so that I'm confident enough to finish my presentation well”

(SRESA/PT/ISC/DM/30)

With this, Dimas felt that everything would go according to plan because he had prepared himself to be noticed by his friends.

4 Peer Seeking

It cannot be denied that making friends is a necessity for every student, good friends will also have a good impact on each person's self-development because they can also control the emotions of a student who has anxiety. This strategy can be a solution to establish good relationships between friends, students can exchange constructive opinions and experiences in learning, in this case the context is speaking in English. In reality, students prefer friends who also have the same problems as a student so that they can understand each other better and both find solutions to the problems they face. There are some students who choose this strategy to reduce their anxiety by studying in groups and finding a good support system.

i) Group study

Group study is something students usually do, including Jihan. Even though he was busy with his English lessons, Fawwaz took the time to create a study group consisting of his friends. It wasn't just her who felt anxious about speaking English, but also her other friends.

“Yes, I have a study group that also has friends who have anxiety speaking English”

(SRESA/PS/GS/FW/30)

“Thank you, of course we learn together and exchange opinions and solutions so that our anxiety doesn’t become a growing problem. The results were quite helpful, we helped each other when we had difficulties.”

(SRESA/PS/GS/FW/36)

ii) **Finding Good Support system**

Socializing is one way for students to get used to dialogue with other friends, but it is also necessary to find friends who have a high level of support so that it doesn’t become a new problem. In this case, Dimas has the experience of having a good support system, Dimas’ friend has better English skills according to Dimas, so he can learn a lot from his friend.

“I have very good friends and they also speak English like a college student. He also wanted to help me learn not to be overcome by anxiety when speaking English. Every time there is a project like this, we always study together in the library and also at home.”

(SRESA/PS/FGSS/DM/34)

Based on experience, it can be concluded that the presence of peers is very necessary for students who have anxiety, and it can be a strategy to reduce anxiety when speaking English.

5 Resignation

This strategy should be avoided and should not be an option for someone who will speak in front of the class. Because resignation is a negative thing which, if chosen, will haunt students’ minds. However, in reality there are still students who think about withdrawing and do not solve the problem. This happened to Jihan and Dimas. Luckily, they only thought about doing this and didn’t actually do it.

“I did think about it, but I chose not to care about it and immediately finished my presentation”

(SRESA/RS/JH/46)

“Almost! But instead of being embarrassed because I didn’t finish and didn’t get a grade, I finished this project, not caring about the grades I got.”

(SRESA/RS/DM/38)

4.1.3 Types of Performance Anxiety in EFL Speaking Anxiety

Based on Horwitz et al., (1986) states that there are three types of performance anxiety, namely 1) Communication Apprehension, 2) Fear of Negative Evaluation, and 3) Test

Apprehension. For the three participants in this study who had varying levels of English language skills, from beginner, pre-intermediate, to intermediate (based on the participants' perceptions), the researcher created a participant coping strategies profile table to find out how the participants performed when experiencing anxiety. The table contains 15 checklists each containing three types of performance anxiety in EFL speaking anxiety and 5 coping strategies based on Kondo and Yin-Ling (2004). From the data that has been obtained, the participants in this study have three different levels of English ability, namely Jihan with a pre-intermediate level, Dimas with a beginner level, and Fawwaz with an intermediate level.

The categorization in the table below is carried out by asking interview questions based on the constructs that have been created so that they can be adapted to the participant's condition at the time of the interview. As mentioned above, this table contains 15 checklists based on student performance in alleviating EFL speaking anxiety. Researchers categorized them based on what participants did when facing communication, fear of negative evaluation, test apprehension into five categories of strategies to relieve speaking anxiety: preparation, relaxation, positive thinking, peer seeking, resignation. Then a checklist was given based on the answers from the participants in this research. A table containing the findings from data collection is presented below.

Table 7. Jihan's Coping Strategies Profile

Coping Strategies to Reduce EFL Speaking Anxiety	Types of Performance Anxiety in EFL Speaking Anxiety		
	Communication Apprehension	Fear of Negative Evaluation	Test Apprehension
Preparation	v		v
Relaxation	v	v	v
Positive Thinking	v	v	
Peer Seeking	v		
Resignation			

Jihan perceived herself have English proficiency in pre-intermediate level of English proficiency, it was found that when communicating in class, she prepared before the start of communication, relaxed, tried to keep herself positive, and peer seeking. Meanwhile, when

participants were faced with the Fear of Negative Evaluation, these participants only relaxed and tried to think positively during the commenting session. Then the Test Apprehension, Jihan implemented three strategies to face this test, namely preparation and relaxation.

Communication Apprehension

1) Preparation

The preparation made by the Jihan was to study and find out more about the material that would be studied in class.

“To prepare, I just studied as usual, the teacher usually tells us after this material what we want to study, so I studied the material that I wanted to study, that’s how it was”

T02/P1/CA/14

“Yes, browse the material about what it is. Just like that.”

T02/P1/CA/16

2) Relaxation

The second strategy used by the Jihan was a relaxation strategy, namely before starting to speak, usually taking a few deep breaths so that his body was more relaxed, and also watching films in his free time at home to help him increase his knowledge of English.

“Emmm..., before going forward, I usually take a deep breath to feel more relieved, so I don’t get more tense. At home, I also take lessons.”

T02/P1/CA/20

3) Positive Thinking

“Ohhh, I’m sure I’ll be able to do it. Just choose a light topic.”

T02/P1/CA/27

By thinking about light conversation when asked to communicate using English, Jihan found it easier to believe that he would be able to participate in the ongoing activities. For example, asking light questions such as asking how you are doing can help.

4) Peer Seeking

The presence of colleagues is also very helpful when in a state of anxiety, because it can make communication more unified and can ask questions about things that are not yet known and can be a good influence in increasing participant's self-confidence.

“Very helpful! The thing is, later I can ask him, for example, if I don't know the vocabulary, I'm still confused. The same can also increase my self-confidence”

T02/P1/CA/32

Fear of Negative Evaluation

1) Relaxation

By taking a deep breath before receiving comments, Jihan can feel more relaxed when he is in front and accepts all comments on his appearance, and also does not make eye contact.

“With a long sigh and not looking directly at the teacher or friends.”

T02/P1/FNE/52

2) Positive Thinking

Because he felt that his performance was good and optimal, Jihan did not feel afraid when he was given negative comments from both teachers and friends because he was very confident in what was being conveyed.

“Because I have prepared what I want to convey well, so I am sure of myself that I will accept all the comments that come in.”

T02/P1/FNE/50

Test Apprehension

1) Preparation

Jihan took part in additional learning activities to help him prepare to take the test, so he didn't have to worry about the test he was going to take.

“I prepared it by practicing hard, in the lesson I also told my tutor to teach him too.”

T02/P1/TA/67

2) Relaxation

This may be very common for all students, but for Jihan, this was also very helpful when taking a test and feeling anxious. Jihan took a deep breath and prayed to be more relaxed and thought about what he wanted to say during the test.

“Pray and take a deep breath before the test, then I also pay close attention to what you want to say”

T02/P1/TA/69

Table 8. Dimas’s Coping Strategies Profile

Coping Strategies to Reduce Speaking Anxiety	Types of Performance Anxiety in EFL Speaking Anxiety		
	EFL Communication Apprehension	Fear of Negative Evaluation	Test Apprehension
Preparation			v
Relaxation		v	v
Positive Thinking	v	v	v
Peer Seeking	v	v	v
Resignation	v		

Then for Dimas perceived herself have English proficiency in beginner level, when the participant experienced anxiety when communicating in class, he had three strategies to relieve his speaking anxiety, namely positive thinking, peer seeking and even resigning when he was in a very difficult situation. When Dimas faced a negative evaluation, the participant had three strategies, namely relaxation, positive thinking, and also peer seeking, according to him this was effective in helping relieve his anxiety. And when Dimas faces the test, he will carry 4 out of 5 strategies ranging from preparation, relaxation, positive thinking, peer seeking as a way to relieve speaking anxiety when taking the speaking test.

Communication Apprehension

1) Postitive Think

Dimas, when he feels anxious or afraid when communicating in class, he usually takes a deep breath and prays and hopes that he won’t make many mistakes which will result in the participant feeling embarrassed, but as long as he uses this strategy, he doesn’t feel anything bad. What he was afraid of all this time was actually experienced by Dimas, so this method was effective for him when he felt anxious.

“Usually, I pray and take a deep breath.”

T02/P2/CA/37

“I pray that I don’t make too many mistakes because then I’ll be embarrassed. So far, it’s been quite helpful for me because I’ve had positive thoughts.”

T02/P2/CA/39

2) Peer Seeking

According to Dimas, the presence of colleagues is something that helps when they feel anxious about communicating in class. The presence of friends will make it easier when I want to ask something that I don’t understand. Dimas was also not embarrassed when he had to ask female students who knew what he was going to ask.

“It’s helpful... so there’s someone to help me, right? If I’m having trouble saying something, I can ask him later.”

T02/P2/CA/42

3) Resignation

Dimas once chose this strategy when he was in difficulty and could no longer answer or communicate in class using English. For example, when asked, Dimas had no idea how to answer the question and finally Dimas chose to give the question to be answered by another friend.

“Yes, I chose to just withdraw or give it to another friend because if I can’t do it, then if I make a mistake, it will make me even more embarrassed.”

T02/P2/CA/48

However, if allowed to open a dictionary, Dimas will try first to find out what is being asked and how to answer it.

“Yes, usually if I can use Indonesian or look it up in the dictionary first, I’ll answer, but if not then I’ll just keep quiet and wait for it to change.”

Fear of Negative Evaluation

1) Relaxation

“Ee... maybe by not looking directly at it, looking at the person making the comment, then sighing as usual, bring that, bring a pen or paper to play with so you don’t get too tense.”

T02/P2/FNE/62

The strategy used by Dimas was not to make eye contact with commenters when receiving positive or negative evaluations so as not to cause excessive anxiety. Dimas also took several deep breaths to remain in a calm position when in front of the class.

2) Positive Think

Dimas’s positive thinking strategy is quite unique, because he also believes that other male students in the same class have the same English language skills as him, so Dimas doesn’t think too much about what other friends think of him.

“By praying, maybe, I keep thinking that it’s not just me who’s like this, other friends too.”

T02/P2/FNE/58

“Yes, it’s not smooth yet, but I’ll keep trying, to learn”

T02/P2/FNE/60

Even so, Dimas promised to continue learning so that his abilities could increase.

3) Peer Seeking

According to him, the presence of a friend when Dimas felt anxious about negative comments could help because Dimas thought he was not receiving the comments for himself but for his friend too. And Dimas can also occasionally hide behind his friend because he feels embarrassed when he receives negative comments.

“It can help, because you can accept comments together, but usually I hide behind my friend’s back.”

Test Apprehension

1) Preparation

Dimas, based on the interview that was conducted, had a strategy to prepare for the English-speaking test, namely by practicing in front of the mirror to be more confident when presenting in front of the class.

“For this test, I did the exercises in front of the mirror so that I would be better when I progressed.”

T02/P2/TA/79

According to him, this can really help him when he is presenting in front of the class even though he is anxious.

2) Relaxation

Because he had preparationd properly and tried his best, Dimas felt quite calm when taking the speaking test.

“Because I’ve been practicing, so that can make me calm and finish the presentation calmly too.”

T02/P2/TA/83

3) Positive Think

To maintain positive thoughts, Dimas has a strategy by praying and sighing and convincing himself that he can do it by giving the best presentation he can.

“With confidence and prayer, before moving forward I also took a deep breath and convinced myself to give the best presentation I could.”

T02/P2/TA/85

4) Peer Seeking

By taking the test together, according to him, this can reduce anxiety when speaking, because you can take turns speaking and presenting the tasks used for the test.

“I’d rather do it in a group, bro, because later I can change the fibers, so to speak, and if you’re with friends, you don’t need to be afraid because here I’m not alone.”

T02/P2/TA/87

Table 9. Fawwaz’s Coping Strategies Profile

Coping Strategies to Reduce Speaking Anxiety	Types of Performance Anxiety in EFL Speaking Anxiety		
	Communication Apprehension	Fear of Negative Evaluation	Test Apprehension
Preparation		v	v
Relaxation	v	v	v
Positive Thinking		v	v
Peer Seeking	v		
Resignation			

Fawwaz is an active student and takes part in several activities at his school, one of which is English extracurricular activities. Fawwaz perceived herself have English proficiency in intermediate level, when she experienced fear of communicating. Participants carried out two strategies to reduce their speaking anxiety, namely relaxation, and also peer seeking. During the evaluation session in class from both the teacher and friends, Fawwaz experienced fear. She has a strategy to reduce it, namely by preparing, relaxation, and positive thinking. Finally, when Fawwaz experienced anxiety during the speaking test, this participant carried out preparation, relaxation, and positive thinking to reduce her anxiety.

Communication Apprehension

1) Relaxation

Fawwaz said that the extracurricular activities he participated in could help relax him so he could feel calmer.

“Mmm... maybe by taking extracurricular, I can relax now when I communicate in English. Maybe I read a lot too.”

T02/P3/CA/23

2) Peer Seeking

According to Fawwaz, the presence of colleagues is also important because it can make communication between them two-way, but the friend referred to in Fawwaz’s statement is a friend who has the same English skills as Fawwaz feels.

“Because if, for example, I want to ask him about the material, it will be more connected, you know, rather than asking a friend who isn’t nice.”

T02/P3/CA/33

Fear of Negative Evaluation

1) Preparation

“Maybe the preparation is in maximum performance, so I don’t need to be afraid of hearing comments from teachers or friends because the effort I put in is already maximum.”

T02/P3/FNE/45

Even though previously Fawwaz said that so far, he had never felt afraid when receiving negative comments from teachers or friends, Fawwaz still prepared carefully when giving a presentation, so he was not too afraid if he would receive negative comments.

2) Relaxation

In short, Fawwaz said that just feeling confident made him calm when he received comments from teachers or other friends.

“Just believe in yourself enough to relax”

T02/P3/FNE/49

3) Positive Think

With a lot of self-confidence, Fawwaz’s way of thinking positively when given comments from teachers or friends is to convince himself that he will not receive bad comments and there is no need to feel afraid.

“With my appearance, which I think is optimal, I assure myself that I won’t get bad comments.”

T02/P3/FNE/47

Test Apprehension

1) Preparation

Before carrying out the test, in order not to feel afraid or anxious, Fawwaz usually studies the material that will be tested, for example by memorizing the contents of the text or finding out more about the material that will be tested and not forgetting to also preparation in front of the mirror.

“If I want to take grades like that, I’ll study. Study the material for tomorrow’s test, for example by memorizing the contents of the text, then look for important points and preparation in front of the mirror to be more confident.”

T02/P3/TA/65

2) Relaxation

Just like other participants in this study, Fawwaz also chose a strategy that could reduce anxiety when taking the English-speaking test, namely by taking a deep breath and praying before the test started so that he felt calmer and ready to take the test.

“With the preparations I mentioned earlier, I’m usually calm, especially before the test, I pray and take a deep breath.”

T02/P3/TA/69

3) Positive Think

Self-confidence is the most important thing in Fawwaz, so by convincing himself to be able to pass this speaking test with good results, Fawwaz only needs to add a little spice to make him always think positively, namely with high self-confidence.

“I believe in myself that I can definitely pass this test and get good grades. That’s how it is...”

T02/P3/TA/73

From the discussion above, with different English language skills, participants in this study showed that positive thinking can help reduce anxiety when speaking English both during communication, evaluations, and tests, because it was done by all participants. Meanwhile, participants at the beginner level have plans to withdraw in two situations, namely when they experience anxiety in communicating and also during tests. The presence of friends or peer seeking was also chosen as a strategy by the three participants when they experienced anxiety when communicating in class, because summarized from the interview answers from the three participants, they said that the presence of friends can help make communication more enjoyable and more focused than communicating directly. With the teacher because it will make you tense.

4.2 Discussion

4.2.1 Strategies for Reducing EFL Speaking Anxiety

English as a Foreign Language (EFL) speaking anxiety is a prevalent issue among students, and it can be considered a factor that is amenable to reduction or mitigation. In this study, researchers investigate students' strategies for alleviating EFL speaking anxiety from the students' perspective within the classroom context. The results reveal five primary strategies introduced by Kondo and Yin-Ling (2004), which are preparation, relaxation, positive thinking, seeking peer support, and resignation.

i) Preparation

From the findings above, it is evident that all participants in this study engaged in preparation before their classroom learning activities commenced to enhance their readiness for learning in the classroom, particularly in the context of presenting their storytelling assignments. All preparations made by these participants align with the assertions made by Kondo and Yin-Ling (2004), who defined preparation as the manner or efforts employed by students to enhance their performance by improving their learning strategies. Consequently, preparation emerges as a critical strategy that students must employ when seeking to mitigate their anxiety in speaking English as a Foreign Language (EFL).

ii) Relaxation

The discovery regarding the relaxation strategy employed by one participant, Jihan, corresponds to the theory put forth by Kondo and Yin-Ling (2004), which suggests that relaxation serves as a means to alleviate the manifestation of anxiety symptoms. Various techniques can be used for this purpose, such as taking deep breaths or avoiding eye contact. Avoiding eye contact was observed to assist the participant in remaining calm when speaking in a foreign language, thus reducing

speaking anxiety. Researchers recommend this strategy for students who still experience apprehension when making eye contact while speaking.

iii) Positive Think

Moving to the third strategy, "positive thinking," this tactic was employed by Fawwaz and Dimas. Positive thinking is a technique aimed at preventing negative thoughts that could trigger anxiety (Kondo and Yin-Ling, 2004). Consequently, both participants found this strategy conducive to feeling more at ease while speaking, as it minimized the fear of making mistakes and bolstered their confidence, thus enabling them to enjoy their performances.

iv) Peer Seeking

Kondo and Yin-Ling (2004) revealed in their study that this characteristic of seeking support from fellow students who face similar problems in dealing with anxiety is common among students. Engaging in group learning activities and having supportive peers in any context is undoubtedly a blessing for students experiencing speaking anxiety. With this support, students have a platform to share and practice, as exemplified by Fawwaz and Dimas, who had friends with whom they could process their anxiety when speaking. Researchers recommend this strategy as a pivotal approach when seeking to address EFL speaking anxiety.

v) Resignation

The final strategy, although one that should ideally be avoided, offers various alternatives to circumvent complete withdrawal. In this study, no participant employed the "resignation" strategy, unlike the approach taken by Jihan and Dimas, as highlighted in the findings. These participants believed that it was better to conclude their performance rather than receiving no evaluation at all. This

underscores that the earlier strategies employed by the participants in this study bolstered their confidence in reducing EFL speaking anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on data obtained from interviews, researchers concluded that there were strategies used by participants to cope with foreign language speaking anxiety. Strategies based on Kondo and Yin-Ling (2004) to reduce speaking anxiety have been grouped. This research found a strategy. Firstly, preparation was carried out by doing a lot of preparation before carrying out activities in class, improving your English language skills by taking lessons, mastering a lot of vocabulary, reading a lot of English literature, and also remembering some of the texts that will be presented which will help in preparation for advancing to front of class. The second is relaxation by avoiding eye contact with the person you are talking to or the listener. Positive thinking by not being afraid of making mistakes, as well as increasing self-confidence which will help reduce speaking anxiety. Peer seeking, by studying with friends will certainly help in terms of communication as well as reducing speaking anxiety.

5.2 Suggestion and Recommendation

Because this research still has limitations. The researcher recommends that in future studies to investigate the emerging symptoms experienced by participants in a wider context, and can also investigate how teachers treat students who have anxiety about speaking English as a foreign language, the importance of taking additional classes to treat students who have anxiety, and other problems related to students' ways of dealing with speaking anxiety and ways to make peace with their EFL speaking anxiety.

For students, researchers recommend improving speaking skills and paying attention to lessons taking place in class. The strategies above are also recommended for use based on the

findings and discussions in this research, especially on preparation, relaxation, and positive thinking.

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APPENDICES

Appendix 1. Coding Matrix

<i>Coding</i>	<i>Mean</i>
<i>SRESA/PR/MP/JH/01</i>	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PR’ is for Preparation category. ‘MP’ is for More practice sub category. ‘JH’ means that the data was found in Jihan interview transcript. ‘01’ means that it’s from interview transcript line 01
<i>SRESA/PR/ILS/JH/01</i>	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PR’ is for Preparation category. ‘ILS’ is for Improving Language Skills sub category. ‘JH’ means that the data was found in Jihan interview transcript. ‘01’ means that its from interview transcript line 01
<i>SRESA/PR/MV/DM/01</i>	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PR’ is for Preparation category. ‘MV’ is for Mastering Vocabulary sub category. ‘DM’ means that the data was found in Dimas interview transcript. ‘01’ means that it’s from interview transcript line 01
<i>SRESA/PR/RET/FW/01</i>	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PR’ is for Preparation category. ‘RET’ is for Reading English Text sub category. ‘FW’ means that the data was found in Fawwaz interview transcript. ‘01’ means that its from interview transcript line 01
<i>SRESA/PR/MT/FW/01</i>	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PR’ is for Preparation category. ‘MT’ is for Memorize Text sub category. ‘FW’ means that the data was found in Fawwaz interview transcript. ‘01’ means that its from interview transcript line 01
<i>SRESA/RX/AEC/JH/01</i>	‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘RX’ is for Relax category. ‘AEC’ is for Avoid Eye Contact sub category. ‘JH’ means that the data was found in Jihan interview transcript. ‘01’ means that its from interview transcript line 01

SRESA/PT/NAMM/FW/01

‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PT’ is for Positive Think category. ‘NAMM’ is for Not Afraid Make Mistake sub category. ‘FW’ means that the data was found in Fawwaz interview transcript. ‘01’ means that its from interview transcript line 01

SRESA/PT/ISC/DM/01

‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PT’ is for Positive Think category. ‘ISC’ is for Increase Self-Confident sub category. ‘FW’ means that the data was found in Fawwaz interview transcript. ‘01’ means that its from interview transcript line 01

SRESA/PS/GS/FW/01

‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PS’ is for Peer seeking category. ‘GS’ is for Group Study sub category. ‘FW’ means that the data was found in Fawwaz interview transcript. ‘01’ means that its from interview transcript line 01

SRESA/PS/FGSS/DM/01

‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘PS’ is for Peer Seeking category. ‘FGSS’ is for Find Good Support System sub category. ‘DM’ means that the data was found in Dimas interview transcript. ‘01’ means that its from interview transcript line 01

SRESA/RS/DM/01

‘SRESA’ is for Strategies for Reducing EFL Speaking Anxiety construct. ‘RS’ is for Resignation category. ‘DM’ means that the data was found in Dimas interview transcript. ‘01’ means that its from interview transcript line 01

T02/P1/CA/14

‘T02’ is the transcript 02

T02/P2/FNE/14

‘P1’ is for Participants 1

T02/P3/TA/14

‘P2’ is for Participants 2

‘P3’ is for Participants 3

‘CA’ is for Communication Apprehension

‘FNE’ is for Fear of Negative Evaluation

‘TA’ is for Test Apprehension

‘14’ is from interview transcript line 14

Appendix 2. Interview Transcription

Appendix 2.1 Interview Transcription 1

INTERVIEW 1

Participant : Jihan (Pseudonym)

Date : 31 May 2023

P : Participant

R : Researcher

<i>Subject</i>	<i>Line</i>	<i>Transcription</i>	<i>Theme</i>
R	01	Sejauh ini, gimana pengalaman kamu dalam belajar Bahasa Inggris khususnya pada materi speaking?	
P	02	Pengalaman yang selama ini aku dapatkan selama belajar di kelas sih asyik ya kak gurunya, nerangin materinya juga jelas dan mudah untuk diterima.	
R	03	Wahh, asyiknya kaya gimana tuh?	
P	04	Jadi kalau gurunya mengajar itu selalu diselingi sama bercanda atau obrolan santai yang gak bikin murid tegang gitu kak	
R	09	Alhamdulillah.. Nah sebelum aku masuk ke pertanyaan, kira-kira ada gak tugas Pelajaran Bahasa Inggris yang dikasih sebelum PTS?	
P	10	Kebetulan ada nih kak.	
R	11	Okay, aku mulai masuk ke pertanyaan selanjutnya ya... Di mata Pelajaran Bahasa Inggris, tugas speaking apa sih yang sedang dikerjakan saat ini atau baru saja selesai dikerjakan sebelum interview ini dilaksanakan?	
P	12	Tugas speaking yang baru aja selesai dikerjakan kemarin itu storytelling kak.	
R	15	Wahh keren banget! Terus gimana tuh perasaanmu waktu diminta untuk maju berbicara menggunakan Bahasa Inggris?	
P	16	Pas maju di depan kelas tuh rasanya jantung deg-deg banget gitu kak, malu banget kalo salah ngomong di depan teman-temanku.	

R	17	Oh ya? Memangnya kenapa kok malu?	
P	18	Iya soalnya aku merasa gak jago bicara dalam Bahasa Inggris kak, takut salah juga	
r	25	Okay lanjut pertanyaan selanjutnya. Sebelum kamu maju untuk storytelling di depan teman-teman, gimana sih cara kamu untuk mempersiapkan diri?	
P	26	Sebelum maju storytelling, biasanya aku banyak latihan sih kak, minimal 2 kali deh.	Preparation
R	27	Okay, terus cara latihannya gimana? Berdiri di depan cermin, atau gimana gitu misalnya?	
P	28	Iya kak, untuk metode latihannya aku biasanya berdiri di depan cermin dan gak lupa juga aku menantang diriku dengan cara meminta keluarga atau temanku untuk menilai storytellingku sebelum benar-benar maju ke depan kelas.	Preparation
R	29	Wahh, cara itu efektif buat mengurangi kegugupanmu? Berarti latihan bisa bikin kamu lebih tenang ketika diminta berbicara di depan kelas ya?	
P	30	Iya cukup membantu sih kak, soalnya dengan itu, aku jadi tahu aspek mana yang perlu kutingkatkan karena mendapat evaluasi dari keluarga atau temanku saat latihan. Dengan evaluasi, aku tidak merasa terlalu khawatir dengan kekuranganku karena aku sudah tahu di mana harus memperbaiki storytellingku. Metode seperti itu lumayan membantuku mengurangi kecemasanku sih kak	Preparation
P	34	Hemm... tetapi meskipun banyak latihan yang aku lakukan, aku tetap butuh banyak latihan lagi sih kak supaya semakin yakin.	
R	35	Okay, kita lanjut ke pertanyaan selanjutnya ya. Kira-kira apa sih yang membuat kamu merasa cemas Ketika berbicara menggunakan Bahasa Inggris?	
R	37	Okay baik, terus kalau pas lagi gugup banget gitu apa yang rasakan?	
P	38	kalau dalam posisi gugup dan tegang, biasanya aku langsung ngeblank gitu kak. Aku jadi lupa sama apa yang mau aku sampaikan. Apalagi kalau ga sengaja eye	Relax

		contact sama temen, aku jadi tambah gugup. Jadi aku mengindarinya bertatapan sama teman ketika maju, sih.	
R	39	Kalau lagi maju di depan teman-teman, apa sih yang kamu tanamkan dalam pikiran kamu?	
P	40	Aku Cuma berusaha untuk gak merasa semakin takut Ketika berada di depan temen temen aja kak, dengan cara gak melakukan eye contact sama mereka. Jadi aku memilih buat menatap atas kepala teman-teman aja kak dari pada menatap mata mereka.	
R	41	Okay, aku lanjut yaa. Kamu pernah gak berdiskusi sama teman kamu yang memiliki permasalahan yang sama dan mencari solusi untuk menyelesaikannya?	
P	42	Aku sama teman-temanku di rumah ikut les Bahasa Inggris, sih kak. Mentornya juga membimbing kami untuk lebih giat berlatih dalam hal speaking, karena kami juga sempet menyampaikan ke mentor aku kak.	Preparation
R	43	Kalau lagi nggak ada jadwal les biasanya apa yang lakukan untuk bisa meningkatkan kemampuan Bahasa inggrisnya? Atau hanya saat les aja?	
P	44	Biasanya kalau aku lagi capek, aku menghibur diri dengan menonton film atau bermain game sih kak. Film yang aku tonton juga dalam Bahasa Inggris. Kalau di game aku juga biasanya sambil ngobrol dan juga chat dengan teman onlineku menggunakan Bahasa inggris, jadi aku tetap bisa belajar di luar jam les.	Preparation
R	45	Wihh keren banget. Terus apakah kamu pernah terpikirkan untuk mundur ketika diminta maju dan berbicara menggunakan Bahasa Inggris di kelas?	
P	46	Wah pasti pernah kak, tapi aku beraniin diriku untuk tetap maju dan menyelesaikan sesi majuku.	Resignation

INTERVIEW 1

Participant : Dimas (pseudonym)

Date : 31 May 2023

P : Participant

R : Researcher

<i>Subject</i>	<i>Line</i>	TRANSCRIPT INTERVIEW	Theme
<i>R</i>	17	Okay, aku lanjut ke pertanyaan selanjutnya yaa. Sebelum PTS ini ada gak sih Pelajaran Bahasa Inggris yang pernah/sedang dikerjakan? Khususnya materi speaking?	
<i>P</i>	18	Ada kak, kemarin tugasnya diminta membuat storytelling, udah diminta maju ke depan buat presentasi juga.	
<i>R</i>	19	Wahh, terus gimana tuh caramu untuk mempersiapkan presentasi itu?	
<i>P</i>	20	Eee aku mempersiapkannya dengan banyak latihan sebelum presentasi itu kak.	
<i>R</i>	21	Kalau boleh tau, gimana cara latihannya tuh?	
<i>P</i>	22	aku banyak berlatih sih kak, berlatih untuk menguasai banyak vocabulary. Seperti yang aku bilang tadi. Aku juga belajar cara pelafalannya jadi lebih siap aja gitu rasanya kak	Preparation
<i>R</i>	23	Wah keren banget langsung terasa ya hasil belajarnya	
<i>R</i>	29	Ohh, okay. Terus gimana tuh biar kamu percaya diri dan menjadi lebih yakin dan nyaman ketika berada di depan kelas untuk berbicara?	
<i>P</i>	30	Aku punya satu percobaan sih kak yang pernah aku lakuin, yaitu dengan bilang “halo semuanya! Saya akan mempresentasikan tugas saya...” biasanya seperti itu, juga aku sertakan senyum yang lebar sehingga aku cukup yakin untuk menyelesaikan presentasi aku dengan baik	Positive Think
<i>R</i>	31	Wah keren banget! Aku juga sering melakukan itu juga. Percobaannya berhasil kan?	
<i>P</i>	32	Hehehe, berhasil kak, aku jadi lebih nyaman waktu presentasi karena jadi pede banget hehe...	
<i>R</i>	33	Asyikk! Tapi kamu ada teman nggak sih yang menurutmu bisa membantu dalam belajar Bahasa Inggris ini, khususnya speaking?	

<i>P</i>	34	Ada kak. Aku punya teman yang sangat baik dan jago Bahasa Inggris seperti anak kuliah loh! Dia juga mau bantu aku untuk belajar agar tidak cemas dan tegang tiap berbicara menggunakan Bahasa Inggris. Setiap project seperti storytelling ini, kami selalu belajar di rumah karena kebetulan rumahku dan rumah dia dekat kak.	Peer Seeking
<i>R</i>	35	Woww asyik banget bisa belajar bareng! Terus dengan permasalahan yang kamu hadapi, apakah pernah terpikir untuk “mundur aja deh!” Ketika diminta untuk presentasi?	
<i>P</i>	36	Dalam Bahasa Inggris?	
<i>R</i>	37	Iya dongg	
<i>P</i>	38	Hampir sih kak! Tapi daripada aku tambah malu karena tidak selesai dan tidak mendapatkan nilai, aku berusaha buat menyelesaikan tugas ini. Nilainya belakangan deh!	Resignation
<i>R</i>	39	Wahh, untung ga jadi mundur ya, soalnya kan malu banget kalau ga dapet nilai	
<i>P</i>	40	Iya kak, betul banget.	

INTERVIEW 1

Participant : Fawwaz

Date : 31 May 2023

P : Participant

R : Researcher

<i>Subject</i>	Line	Transcription	Codes
<i>P</i>	04	Iya kak, kebetulan udah ditunggu juga di depan	
<i>R</i>	05	Ok, gimana sih pengalamanmu selama belajar Bahasa Inggris, dalam materi speaking khususnya?	
<i>P</i>	06	Wah, itu salah satu favorit aku kak. Karena aku punya cita-cita buat bekerja di luar negeri, jadi aku belajar sungguh sungguh disini.	
<i>R</i>	07	Wah! Keren banget! Kalo boleh tahu cita-cita kamu apa nih?	
<i>R</i>	11	Okay, kalau kamu sendiri merasa ada kendala yang dirasakan gak ketika presentasi di depan kelas?	
<i>P</i>	12	Ada sih kak, aku merasa kurang percaya diri saat berada di depan kelas. Jadinya banyak kata-kata yang acak-acakan gitu deh...	
<i>R</i>	13	Okay. Kira-kira apa yang membuat kamu merasa cemas waktu presentasi di depan?	
<i>P</i>	14	Soalnya aku sempet sakit juga sebelum presentasi ini kak, jadi persiapannya kurang maksimal menurutku.	
<i>R</i>	15	Okay.. kalau boleh tau, bagaimana sih cara kamu dalam mempersiapkan tugas itu?	
<i>P</i>	16	Aku mempersiapkannya dengan banyak materi sebelumnya kak, sepengalamanku, ketika aku mulai rajin membaca lagi. Aku jadi lebih yakin aja kak, karena banyak dari bacaan yang aku ternyata juga berguna untuk aku ketika presentasi seperti tugas kemarin. Terus untuk presentasinya aku banyak latihan di depan kaca supaya lebih percaya diri aja kak.	Preparation
<i>R</i>	17	Okay, berarti membaca itu membantu untuk menyelesaikan tugas ini?	
<i>P</i>	18	Iya kak betul, membaca membuat kecemasanku ketika berbicara menggunakan Bahasa Inggris menjadi berkurang sih kak. Pasti aku akan banyak membaca lagi supaya kecemasanku ini gak kambuh lagi. Soalnya ketika aku banyak menguasai banyak vocabulary, aku jadi lebih luwes dan percaya diri bahwa aku bisa untuk maju ke depan.	Preparation
<i>R</i>	19	Okay, terus menurutmu hal apa yang paling bisa untuk mengatasi kecemasan saat bicara di depan kelas?	
<i>P</i>	22	Iya kak, selain membaca tadi, aku juga biasanya menghafal isi teksnya	Preparation

R	23	Tapi apakah gak berakibat buruk kalau misalnya kamu lupa dengan hafalannya?	
P	24	Iya sih kak, memang bisa berakibat fatal, namun aku juga meminimalisirnya dengan memahami inti dari yang akan aku sampaikan. Hal itu cukup membantu untuk mengurangi kecemasanku ketika berbicara	Preparation
R	25	Terus gimana sih cara kamu untuk tetap memiliki pola pikir yang positif ketika berada di depan kelas?	
P	26	Maksudnya pas gugup banget di depan kelas gitu ya kak?	
R	27	Iya betul, pas lagi takut banget buat bikin salah gitu.	
P	28	Biasanya aku mikir bahwa kesalahan adalah hal yang biasa dilakukan ketika belajar. Jadi aku lebih menikmati momen ketika sedang tampil, Gapapa kalo salah, kan kesalahanku nanti akan menjadi koreksi untuk penampilanku selanjutnya	Positive Think
R	29	Okay. Nah kamu punya teman buat bertukar pendapat tentang Pelajaran Bahasa Inggris ini gak sih?	
P	30	Ada kak, sebenarnya aku punya grup belajar yang isinya teman yang punya kecemasan berbicara Bahasa Inggris sama kaya aku sih	Peer Seeking
P	36	Hehe terima kasih kak, kami belajar dan saling bertukar pendapat serta solusi supaya kecemasan kami gak menjadi masalah yang semakin membesar. Hasilnya cukup membantu sih kak, kami jadi saling bantu satu sama lain ketika kesulitan atau merasa cemas ketika ada tugas kayak storytelling kemarin.	Peer Seeking

Appendix 2.2 Interview Transcription 2

INTERVIEW 2

Participant : Jihan

Date : 9 October 2023

P : Participant

R : Researcher

Subject Line Transcription

Codes

R	11	kamu pernah merasa gugup atau takut gak ketika misalnya diajak berkomunikasi di dalam kelas menggunakan bahas inggris?	
P	12	Emmmm pernah sih kak, karena masih belum pd aja kalua percakapan full inggris.	
R	13	Bagaimana kamu mempersiapkan diri untuk berkomunikasi dalam kegiatan belajar di kelas?	
P	14	Untuk persiapannya aku belajar kaya biasa aja sih kak, kan guru biasanya ngasihtau kan kita setelah materi ini mau belajar apalagi, nah aku belajar materi yang mau dipelajarin gitu sih kak	Communication Apprehension
R	15	Baca baca gitu?	
P	16	Iya kak, browsing materinya tentang apasih. Gitu aja terus udah kak.	Communication Apprehension
R	17	Nah disamping persiapanmu yang baca dan browsing itu tadi, Apa strategi relaksasi yang kamu gunakan untuk menjaga skill komunikasi berbahasa inggris?	
P	18	Nonton film? Itu strategi bukan ya kak	
R	19	Iya bisa jadi, kalua filmnya berbahasa inggris. Ada strategi lain kah?	
P	20	Emmm..., sebelum maju tuh biasanya aku menarik nafas Panjang supaya lebih lega aja kak, biar ga tambah tegang. Sama di rumah aku juga ikut les kak.	Communication Apprehension
R	24	Bagaimana kamu menjaga supaya tetap bisa berfikir positif selama berkomunikasi dalam Bahasa inggris di kelas?	

P	25	Maksudnya gimana ya kak?	
R	26	Emm gini, supaya bisa tetep focus gitu ga terlalu takut sama pikiran pikiran buruk dari diri sendiri misalnya.	
P	27	Ohhh, aku sih yakin aja kalo bakalan bisa sih kak. Sama pilih topiknya yang ringan ringan aja.	Communication Apprehension
R	28	Contohnya?	
P	29	Hehe, nanya kabar gitu kak.	
R	30	bisa bisa. Lanjut ya	
R	31	Apakah dengan adanya teman yang lebih lancar berbahasa inggris dapat membantumu selama kegiatan belajar berlangsung?	
P	32	membantu banget kak! Soalnya kan nanti aku bisa tanya ke dia misalnya aku gaktau kosakata yang aku masih bingung. Sama juga bisa meningkatkan keyakinan diriku kak	Communication Apprehension
R	33	berarti di kelas ada ya temenmu yang lancar Bahasa inggrisnya?	
P	34	Ada kak, sebangku malah.	
R	35	Bagus kalua gitu,	
R	36	Apa yang kamu lakukan ketika berada dalam kesulitan berbahasa inggris? Apakah berfikir untuk menyerah?	
P	37	Belum pernah sih kak, guru sama temen temen full support kok kak. Jadi belum pernah berpikir buat kayakitu, soalnya nanti malu sendiri kan,	
P	50	Karena aku udah persiapin apa yang ingin aku sampaikan dengan baik, jadi aku	Fear of Negative Evaluation

	yakin sama diri sendiri kalau akan menerima semua komentar yang masuk.	
R	51 Apakah kamu mempunyai cara untuk tetap relax dari rasa takut ketika diberi komentar?	
P	52 dengan menghela nafas Panjang dan gak liat langsung ke guru atau temen kak.	Fear of Negative Evaluation
R	53 Okey, ga eye contact ya	
P	54 Iya kak, bikin takut itu	
R	55 Apakah dengan kehadiran teman (misalnya tugas kelompok) dapat membantu untuk merasa tidak cemas ketika diberi komentar?	
R	66 Bagaimana dirimu mempersiapkan tes speaking?	
P	67 Aku mempersiapkannya dengan latihan yang giat kak, di les juga aku bilang ke tutor aku supaya diajarin juga sama dia	Test Apprehension
R	68 Apa strategi yang dapat membuatmu tetap tenang selama tes speaking berlangsung?	
P	69 Berdoa dan menghela nafas Panjang sebelum tes, terus aku juga memperhatikan betul apa yang mau diucapkan kak	Test Apprehension
R	70 Dipikir dulu ya sbelum berbicara	
P	71 Iya kak, takut gak sesuai terus jadi blank.	
R	72 Bagaimana kamu menjaga untuk tetap berfikiran positif selama tes speaking berlangsung?	
P	73 Berfikir positif gimana ya kak?	
R	74 Emm yang yakin gitu,	

P	75	Berdoa kak supaya diberi pikiran yang positif	
R	76	Hehe okelah itu juga bisa	
P	77	heheheheh	
R	78	Kamu lebih menyukai untuk mengerjakan tes speaking sendirian atau dengan teman? Dan mengapa?	
P	79	Aku sih lebih suka sendirian ya kak	
R	80	Kenapa?	
P	81	Soalnya temen aku meski dia pintar, tapi kadang suka malas gitu kak, jadi aku yang ngerjain sendiri tapi nilainya dibagi 2 kan males kak	
R	82	Iya juga, jadi kmu lebih memilih buat sendiri ya kalau tes speaking	
P	83	Iya kak	
R	84	Ketika sangat kesulitan atau sangat cemas ketika akan atau saat mengikuti tes, apakah kamu berfikir untuk mundur?	
P	85	kalau mundur gak dapet nilai dong, jadi aku yakin aja buat jalan terus kak. Kan aku udah persiapan betul betul	

INTERVIEW 2

Participant : Dimas

Date : 8 October 2023

P : Participant

R : Researcher

subject line transcription

Codes

R	26	Bagaimana kamu mempersiapkan diri untuk berkomunikasi dalam kegiatan belajar di kelas?	
P	27	Aku biasanya belajar aja kak kalau malem tuh, belajar buat Pelajaran besok pagi	
R	28	Semua mata Pelajaran kah?	
P	29	Iya kak.	
R	30	Oh jadi ga focus ke Bahasa Inggris aja ya,	
P	31	Iya kak soalnya kan banyak juga mapel lain.	
R	32	Apa strategi relaksasi yang kamu gunakan untuk menjaga skill komunikasi berbahasa Inggris?	
P	33	Strategi apa kak? Aku sih ga pake strategi gitu kalo buat di kelas, yang penting datang aja ke kelas.	
R	34	Misalnya kayak cara latihanmu supaya bisa berkomunikasi gitu di kelas?	
P	35	Engga ada latihan yang rutin aku lakuin sih kak, paling kalau mau diambil nilainya aja	
R	36	Bagaimana kamu menjaga supaya tetap bisa berfikir positif selama berkomunikasi dalam Bahasa Inggris di kelas?	
P	37	Biasanya saya berdoa dan menghela nafas Panjang gitu.	Communication Apprehension
R	38	Berdoa supaya apa?	
P	39	Berdoa supaya ga terlalu bikin banyak kesalahan karena kan nanti jadi malu ya kak, itu cukup membantu saya karena udah ada pemikiran yang positif.	Communication Apprehension

R	40	Oke, kita lanjut pertanyaan selanjutnya ya	
R	41	Apakah dengan adanya teman yang lebih lancar berbahasa inggris dapat membantumu selama kegiatan belajar berlangsung?	
P	42	Membantu sih.. jadi ada yang bantuin aku kan kalau lagi kesusahan mau ngomong apa nanti bisa tanya ke dia	Communication Apprehension
R	43	Jadi di kelas ada ya yang biasanya jadi temen saat butuh bantuan?	
P	44	Ada sih kak, tapi paling ya yang cewe cewe, kalo yg cowo sama aja kaya aku	
R	45	Heheheh, mungkin kurang perhatiin aja kali	
P	46	Iya kak, pada sibuk sendiri	
R	47	Apa yang kamu lakukan ketika berada dalam kesulitan berbahasa inggris? Apakah berfikir untuk menyerah?	
P	48	Iya kak, aku milih mundur aja atau dikasiin ke temen yang lain soalnya kan kalau ga bisa, trus ntar salah malah tambah malu.	Communication Apprehension
R	49	Tapi kamu udah pernah kan buat berusaha jawab, ga langsung nunjuk temen yang lain?	
P	50	Iya kak, biasanya kalau boleh pake Bahasa indo atau akses kamus jawab sih, Cuma kalau engga ya aku paling diem aja terus ntar diganti.	Communication Apprehension
R	53	Bagaimana kamu mempersiapkan diri untuk melawan rasa takut ketika	

		diberi komentar oleh guru atau teman?	
<i>P</i>	54	Karena aku belum terlalu lancar ya kak Bahasa Inggrisnya, jadi ya Cuma pasrah gitu aja, menerima semua komentar yang masuk.	
<i>R</i>	55	Terus kondisimu selama di depan itu gimana?	
<i>P</i>	56	Ya Cuma diem aja kak sambil berharap supaya cepet selesai.	
<i>R</i>	57	Bagaimana caramu untuk tetap berfikir positif selama diberi komentar?	
<i>P</i>	58	Dengan cara berdoa mungkin kak, terus mikir kalau ga cuma aku kok yang kayak ini, temen yang lain juga.	Fear of Negative Evaluation
<i>R</i>	59	Kayagini gimana?	
<i>P</i>	60	Ya belum lancar, tp aku usahain terus sih kak buat belajar.	Fear of Negative Evaluation
<i>R</i>	61	Harus itu, semangat.	
<i>R</i>	62	Apakah kamu mempunyai cara untuk tetap relax dari rasa takut ketika diberi komentar?	
<i>P</i>	63	Ee.. mungkin dengan tidak melihat langsung ya kak, bertatapan gitu sama yang ngasih komentar, terus mengehela nafas sama biasanya kan bawa itu tuh, bawa pulpen atau kertas buat dimainin biar ga tegang banget	Fear of Negative Evaluation
<i>R</i>	66	Apakah dengan kehadiran teman (misalnya tugas kelompok) dapat membantu untuk merasa tidak cemas ketika diberi komentar?	

P	67	Bisa membantu sih kak, soalnya bisa Nerima komentar bareng bareng gitu, tapi biasanya aku ngumpet sih di belakang temen	Fear of negative Evaluation
R	68	Lhoo, kenapa?	
P	69	Malu kak..	
R	72	Apakah kamu pernah berfikir untuk mundur dari sesi pemberian komentar, misalnya ketika mendapatkan komentar buruk?	
P	73	Dengan ngumpet itu tadi mundur bukan sih kak?	
R	74	Engga kok itu kan kamu masih didepan,	
P	75	Oh iyaya, engga pernah berarti kak,	
R	78	Bagaimana dirimu mempersiapkan tes speaking?	
P	79	Untuk tes ini aku melakukan latihan kak di depan cermin supaya lebih pd aja nanti pas maju	Test Apprehension
R	80	Hasilnya gimana?	
P	81	Membantu sih kak, jadi lebih pd	
R	82	Apa strategi yang dapat membuatmu tetap tenang selama tes speaking berlangsung?	
P	83	Karena aku kan udah latihan, jadi itu bisa bikin aku tenang dan presentasi sampai selesai dengan tenang juga kak.	Test Apprehension
R	84	Bagaimana kamu menjaga untuk tetap berfikiran positif selama tes speaking berlangsung?	
P	85	Dengan yakin dan berdoa, terus sebelum maju juga aku menghela nafas dan	Test Apprehension

		meyakinkan diri buat ngasih presentasi yang terbaik yang aku bisa lakukan.	
R	86	Kamu lebih menyukai untuk mengerjakan tes speaking sendirian atau dengan teman? Dan mengapa?	
P	87	Aku sih lebih suka ngerjainnya kelompokan kak, karena nanti bisa ganti gantian gitu ngmongnya, terus kalau sama temen kan ga perlu takut juga karena rame	Test Apprehension

INTERVIEW 2

Participant : Fawwaz

Date : 9 October 2023

P : Participant

R : Researcher

	<i>subject</i>	<i>line</i>	<i>transcription</i>	Codes
R	14		Sebelumnya kamu pernah merasa takut nggak sih kalau diminta atau diajak berkomunikasi pakai Bahasa Inggris di dalam kelas?	
P	15		Emm,, enggak sih kak. Karena biasanya pertanyaannya kan yang simple simple gitu jadi lebih mudah aja ngomongnya	
R	16		Bagaimana kamu mempersiapkan diri untuk berkomunikasi dalam kegiatan belajar di kelas?	

P	17	Aku gak ada persiapan yang special sih kak, karena aku udah cukup bisa lah mengimbangi guru dan juga temen kalau sekedar berkomunikasi aja	
R	18	Jadi nggak ada persiapan khusus buat belajar Bahasa Inggris ya?	
P	19	Engga kak, karena kan aku ikut ekstrakurikuler juga, yang BEC itu lho kak. Jadi udah terbiasa	
R	22	Apa strategi relaksasi yang kamu gunakan untuk menjaga skill komunikasi berbahasa Inggris?	
P	23	mmm.. mungkin dengan ikut ekstra tadi, aku jadi sekarang udah relax aja gitu kalau berkomunikasi pakai Bahasa Inggris kak. Mungkin sering sering baca juga ya.	Communication Apprehension
R	26	Bagaimana kamu menjaga supaya tetap bisa berfikir positif selama berkomunikasi dalam Bahasa Inggris di kelas?	
P	27	karena aku udah biasa, jadi aku Cuma modal pd doang kak selama komunikasinya	
R	28	dengan percaya diri itu, itu membantu banget ya?	
P	29	Iya kak, jadi lebih ga takut salah.	
R	30	Apakah dengan adanya teman yang lebih lancar berbahasa Inggris dapat membantumu selama kegiatan belajar berlangsung?	
P	31	Menurutku sih, bisa membantu.	
R	32	Kenapa?	

P	33	Karena kalau misalnya nanya ke dia tentang materinya tuh jadi lebih nyambung gitu lho kak, daripada ke teman yang belum terlalu lancar	Communication Apprehension
R	34	Ahh I see, jadi asik ya	
P	35	Iya kak.	
R	36	Apa yang kamu lakukan ketika berada dalam kesulitan berbahasa inggris? Apakah berfikir untuk menyerah?	
P	37	Engga menyerah kak, aku lebih milih buat caritau apa yang masih kurang, jadi bisa ditingkatkan lagi.	
R	42	Bagaimana kamu mempersiapkan diri untuk melawan rasa takut ketika diberi komentar oleh guru atau teman?	
P	43	Aku selama ini belum pernah merasa takut sih kak,	
R	44	Tapi ada persiapannya buat berjaga jaga gitu?	
P	45	mungkin persiapannya di penampilan yang maksimal, jadi aku gaperlu takut buat mendengar komentar dari guru atau temen soalnya usaha yang aku berikan udah maksimal.	Fear of Negative Evaluation
R	46	Bagaimana caramu untuk tetap berfikir positif selama diberi komentar?	
P	47	Dengan penampilanku yang menurutku udah maksimal aku yakinin diriku kalau ga bakal dapet komentar buruk sih kak	Fear of Negative Evaluation
R	48	Apakah kamu mempunyai cara untuk tetap relax dari rasa takut ketika diberi komentar?	

P	49	Cukup yakin aja sama diri sendiri supaya relax kak	Fear of Negative Evaluation
R	52	Apakah dengan kehadiran teman (misalnya tugas kelompok) dapat membantu untuk merasa tidak cemas ketika diberi komentar?	
P	53	Iya kak, kehadiran temen tuh membantu banget, jadi bisa berpegangan gitu heheeh	
R	54	Kalau ngga ada temennya berarti tetep takut?	
P	55	Enggak juga sih kak, karena kan udah berusaha	
R	64	Bagaimana dirimu mempersiapkan tes speaking?	
P	65	Aku kalau mau ambil nilai gitu, belajar kak. Belajarin materi yang akan dibuat tes besok misalnya dengan menghafal isi teksnya terus caritau poin poin penting dan latihan didepan cermin supaya lebih yakin aja	Test Apprehension
R	66	Wah komplit ya latihannya	
P	67	Hehe harus kak, supaya pede menghadapi tesnya	
R	68	Apa strategi yang dapat membuatmu tetap tenang selama tes speaking berlangsung?	
P	69	Dengan persiapan yang udah aku sebutin tadi sih biasanya aku dah tenang kak, paling ditambahin sebelum tes gitu aku berdoa dan menghela nafas Panjang	Test Apprehension
R	70	Hasilnya membantu kan?	
P	71	Membantu kok kak, jadi lebih siap aja rasanya buat tes	

R	72	Bagaimana kamu menjaga untuk tetap berfikiran positif selama tes speaking berlangsung?	
P	73	Aku percaya sama diri aku kalau pasti bisa melalui tes ini dan nilainya baik. Gitu kak	Test Apprehension
R	74	Kepercayaan diri itu penting banget ya menurutmu?	
P	75	Penting kak, kalau nggak pd ya selesai lah kita	
R	76	good	
P	77	Kamu lebih menyukai untuk mengerjakan tes speaking sendirian atau dengan teman? Dan mengapa?	
R	78	Kalau ngerjain tes, aku lebih suka sendiri kak	
P	79	Kenapa?	
R	80	Karena kalau sama temen takutnya nanti malah muncul rasa curiga	
P	81	Curiga gimana maksudnya?	
R	82	Curiga kalau dia Cuma nyontek aku gitu kak, jadi kalau tes aku lebih suka ngerjain sendiri meskipun lebih susah	
P	83	Oh iya,	

Appendix 3 Interview Guide

Appendix 3.1 Interview Guide 1

Interview Guide

Semi structured interview

Interview Question 1

No.	Pertanyaan Interview
1	- Bagaimana pengalaman anda dengan kelas speaking yang dibawakan oleh guru anda?

	- Pada mata pelajaran bahasa Inggris, tugas speaking apa yang sedang dikerjakan saat ini atau baru saja selesai dikerjakan sebelum interview ini dilaksanakan?
2	- Pada mata pelajaran bahasa Inggris, tugas speaking apa yang sedang dikerjakan saat ini atau baru saja selesai dikerjakan sebelum interview ini dilaksanakan?
3	- Apa yang terjadi, atau apa yang anda rasakan Ketika diminta untuk berbicara menggunakan bahas inggris?
4	- Apa yang membuat anda merasa cemas Ketika berbicara menggunakan Bahasa inggris?
5	- Bagaimana anda mempersiapkan diri anda untuk mengatasi kecemasan berbicara menggunakan Bahasa inggris di kelas?
6	- Apa yang membuat anda menjadi lebih tenang ketika diminta untuk berbicara didepan kelas?
7	- Apakah anda berusaha berpikir positif tentang penampilan anda di depan kelas? - Apa yang anda tanamkan dalam pikiran anda pada saat itu?
8	- Apakah anda pernah mencoba melihat teman yang lain, yang menurut anda memiliki permasalahan yang sama dengan anda? - Apakah anda pernah berdiskusi dengan teman anda untuk mengatasi kecemasan tersebut?

Appendix 3.2 Interview Guide 2

Interview Question 2

No.	Types of Performance Anxiety in EFL Speaking Anxiety	Interview Question
1	Communication Apprehension	Bagaimana kamu mempersiapkan diri untuk berkomunikasi dalam kegiatan belajar di kelas?
2		Apa strategi yang kamu gunakan untuk menjaga skill komunikasi berbahasa inggris?
3		Bagaimana kamu menjaga supaya tetap bisa berfikir positif selama berkomunikasi dalam Bahasa inggris di kelas?

4		Apakah dengan adanya teman yang lebih lancar berbahasa inggris dapat membantumu selama kegiatan belajar berlangsung?
5		Apa yang kamu lakukan ketika berada dalam kesulitan berbahasa inggris? Apakah berfikir untuk menyerah?
6	Fear of Negative Evaluation	Bagaimana kamu mempersiapkan diri untuk melawan rasa takut ketika diberi komentar oleh guru atau teman?
7		Bagaimana caramu untuk tetap berfikir positif selama diberi komentar?
8		Apakah kamu mempunyai cara untuk tetap relax dari rasa takut ketika diberi komentar?
9		Apakah dengan kehadiran teman (misalnya tugas kelompok) dapat membantu untuk merasa tidak cemas ketika diberi komentar?
10		Apakah kamu pernah berfikir untuk mundur dari sesi pemberian komentar, misalnya ketika mendapatkan komentar buruk?
11	Test Apprehension	Bagaimana dirimu mempersiapkan tes speaking?
12		Apa strategi yang dapat membuatmu tetap tenang selama tes speaking berlangsung?
13		Bagaimana kamu menjaga untuk tetap berfikiran positif selama tes speaking berlangsung?
14		Kamu lebih menyukai untuk mengerjakan tes speaking sendirian atau dengan teman? Dan mengapa?
15		Ketika sangat kesulitan atau sangat cemas ketika akan atau saat mengikuti tes, apakah kamu berfikir untuk mundur?

