

**EFL UNDERGRADUATE STUDENTS' STRATEGIES TO COPE WITH  
SPEAKING ANXIETY**



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**2020**

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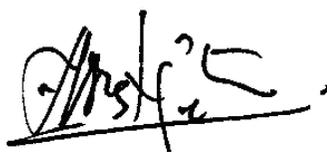
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**STATEMENT OF WORK'S ORIGINALITY**

I genuinely declare that this thesis, 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.

Yogyakarta, 21 June 2020

The writer,



Hasna Hartyasni Saarahwati

15322066

## **MOTTO**

“Your pain today will be your strength tomorrow”

## **DEDICATION**

Gratefully and thankfully, I dedicate this thesis to Me, Myself, and I and others especially:

1. My beloved parents Suharno and Endranas Setyarini, whose giving me affection, love, encouragement and prays of day and night to make me able to get success and honor, my brothers Muhammad Rifqi Hardiansyah and Rafardhan Athalla who knows nothing but always give their endless love, may Allah always give them health and take care of them.
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4. All those who supported and helped the researcher to complete the thesis which may not be mentioned one by one.

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Yogyakarta, 21 June 2020

Hasna Hartyasni Saarahwati

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**HASNA HARTYASNI SAARAHWATI**

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**ABSTRACT**

This study aims to investigate the strategies that EFL undergraduate learners use to cope with speaking anxiety. This study employed a qualitative method. Data were collected through observation, to know the participant that experienced low and high level of anxiety, and in-depth interviews were conducted to obtain strategies the participants use to cope with speaking anxiety, an some documents to support the data. Two students from two classes of Academic Speaking took part in this study. This research revealed that there are 17 strategies (Understand the topic, Prepare well, Practice more, Record their own voice, Remember the text, Make a keyword, Remind themselves to calm, Pray, Smile, Squeeze paper, Take a deep breath, Brave to speak, Raise the voice, Start the presentation with enthusiasm, Build up self-confidence, Support from peers, Mingle with students) used by both the participants to cope with their speaking anxiety and grouped into 5 main strategies (Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation).

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

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of the study. It covers the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and also significance of the study as a closing of this chapter.

### **1.1 Background of the study**

In learning English, there are four skills that the students need to learn, reading, writing, listening, and speaking. Speaking assumed as the most important skill to be mastered by the students. Baleghizadeh & Shahri (2014) pointed out that speaking carries more weight than the other abilities, speaking is the point of reference by which skill appears to be measured at least by common people, and also it is the most challenging skill than the other's skill. Further, speaking is a crucial part of EFL learning and most often seen as the first impression of a person's ability to speak fluently or not.

Speaking seems to be a tough skill to be mastered by EFL learners because it takes place in real-time, the students have to think about what they want to say and make sure that it is in the right form to be understood by someone. They have to consider the ideas, language, how to use grammar correctly and pronunciation in front of the person they are communicating with. Since the number of elements that the students have to learn to speak

English, they feel overwhelmed and also feel more anxious Liu (2007). Price (1991) as cited in Öztürk & Gürbüz (2014) found that speaking in front of their class is a very anxious activity for foreign language students because they were worried about making errors and being laughed at. Therefore, the anxiety of learners is a real issue that most learners face while studying English as a foreign language. It carries out the students have less confidence, nervousness, and stress that prevent their learning process.

This situation makes anxiety among EFL learners and how they cope with these issues need to be investigated. This phenomenon happened in our surroundings. In academic study especially in the English department program, the students have to take a speaking subject in the second and third years. In speaking class, usually, they have activities such as presenting, making dialogue, and speak in front of the class. In such situations, students start shaking and panic of losing their self-esteem.

According to previous research that discussed foreign language speaking anxiety in EFL class (Öztürk & Gürbüz, 2014; Rafada & Madini, 2017) mostly they are discussed about the major causes and factors of undergraduate EFL speaking anxiety. They found out that EFL undergraduate students perceived that speaking skill as an anxiety-provoking factor, also mentions the major factors that can cause students speaking anxiety grouped into three sections; individual, environmental, and educational. They also found that teachers' role and educational system at school cause speaking

anxiety. However, the strategies that EFL undergraduate students' use to cope with speaking anxiety is not yet elaborated. Concerning the issues above, the researcher decides to conduct a study about the strategies that EFL undergraduate use to cope with speaking anxiety. This research aims to describe the strategy used by EFL undergraduate students to cope with speaking anxiety.

## **1.2 Identification of the problem**

As mentioned in the background that most students experience anxiety in speaking English as a foreign language, but each of them has different causes of speaking anxiously. Anxiety is a normal condition, it is a kind of reaction that the students experience when they face a difficult situation. However, too high anxiety can impact the language learning process, and inhibit a person to communicate well also can lead to less success in language testing. When the students face anxiety, they try to find a strategy to cope with anxiety aims to reduce uncomfortable feelings because of the anxiety experience. They will attempt to discover a solution and a way out when they face an issue. Because of that, this research aims to investigate the students speaking anxiety and to know what are the strategies that they use to cope with speaking anxiety.

### **1.3 Limitation of the problem**

This research will identify the factors of undergraduate students' speaking anxiety and what strategies that the students use to cope with speaking anxiety. The participants will focus on undergraduate students in English speaking class.

### **1.4 Formulation of the problem**

Referring to the identification of the problem and the problem limitation, it can be formulated as follows:

- What are the factors of undergraduate students' speaking anxiety?
- How do undergraduate students' strategies to cope with speaking anxiety?

### **1.5 Objectives of the study**

Based on the issues described, this research aims to

1. Identify the factors of undergraduate students' speaking anxiety.
2. Describe the strategies used by undergraduate students to cope with speaking anxiety.

### **1.6 Significance of the study**

This research is expected to contribute some useful information and beneficial knowledge for some parties. It hoped can give a contribution to the students, with its finding they can applicate the strategies to cope with their anxiety. For the lecturer, it can give them information when the students run

into anxiety in front of the class, and they also can choose the appropriate approach to decrease students' speaking anxiety and what strategies to cope with their anxiety. For another researcher, this result hoped can be used as a reference to develop further research.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about theories related to this study. It covers the theories regarding foreign language speaking anxiety, strategies for foreign language speaking anxiety, the relevance of the study, and key terms of definition.

#### **2.1 Foreign Language Anxiety**

Anxiety is an unpleasant emotional condition like the feeling of nervousness, pressure, worry of something that will happen and it connected with the autonomic nervous system in our brain (Horwitz, Horwitz, & Cope, 1986). Supported by Spielberger (1983) as cited in Öztürk & Gürbüz (2014) which also stated that anxiety is a condition of nervous strain and worry of something. Anxiety itself often felt by the students when learning of foreign language. According to them, anxiety can be concluded as a normal human feeling of uneasiness, nervousness, fear, and worry in the human mind when they are in an unpleasant and uncomfortable situation. Anxiety is also known as the negative connotations that can affect students when learning of foreign language.

Öztürk & Gürbüz (2014) claimed that in all the important factors that affected in all kinds of learning, anxiety is one of the most prominent, and foreign language learning is a procedure that profoundly dominates by

effective factors, for that reasons it may be related with anxiety and this relation bring to a new term called foreign language anxiety. This statement is also assisted by Horwitz, Horwitz, & Cope (1986) which said that the situation when learning a foreign language is certainly risky it is because learners are required to communicate spontaneously in L2 which is probably leads to fear, panic, “freezing” and awkward. Concluding from the researcher above, indeed when learners were asked to communicate in L2 spontaneously, most of them tend to feel anxiety and anxiety that affected the foreign language learning process can be called foreign language anxiety.

Öztürk & Gürbüz (2014) said that speaking in the target language is the most anxious experience for students in a foreign language classroom. This statement supported by another researcher, in her study Young (1990) found that speaking activities that require performance spontaneously in front of their peers are the most anxiety-provoking activity from the students’ perspective. The fact that anxiety plays an important role in speaking of a foreign language is also stated by Horwitz, Horwitz, & Cope (1986) that students who have trouble speaking in a form of groups usually would encounter more difficulties of speaking in a foreign language class, it because their performance is being watched and checked consistently. Moreover, students who experienced speaking in front of the class got nervous and anxious that made them feel embarrassed. They were concerned if they made a mistake and being judged not satisfying.

## **2.2 Strategies for Foreign Language Speaking Anxiety**

Students tend to feel anxious while speaking in a foreign language and it can affect their language learning activities. Researchers need to know the reasons for students' anxiety and the strategies to cope with, because the findings can contribute to the betterment of language teaching and learning practice. Studies on FLA coping strategies, particularly FLSA are inadequate. Some of the significant ones will be considered in this part.

Kondo (1994) developed six strategy types that undergraduate students use to cope with public speaking anxiety(PSA): Relaxation, Preparation, Positive Thinking, Audience Depreciation, Concentration, and Resignation. Lucas (1984) mentioned there are two paces to deal with students' FLSA, the first step is to make an easy-going and friendly classroom atmosphere and the second step is to engage the students in classroom activities. Another study conducted by Young (1992) through interviews with four foreign language experts, she spotted some coping strategies with FLSA including not forced the students to speak before they are ready, calm down the students by applying the relaxation techniques, did a lot of group practice, allow for some flexibility, stops interrupted students with error correction, and focus on topics the students were interested in. Liu (2007) identified several coping strategies based on her participants' suggestion, they suggested that

their peers should have more practice and build up self-confidence, they also suggested that teachers should try to create a warm, and supportive classroom atmosphere. He (2017) listed 32 coping strategies based on her study about 302 students and 30 teachers in two universities in China, which were divided into three categories: strategies directed to teachers, strategies directed to both teachers & students, and strategies directed to students. As well, some coping strategies not only come for the students themselves but also for the teacher, both teachers and students have to do something to decrease the anxiety of the students. Kondo & Ying-Ling (2004) found 70 basic tactics for coping with foreign language anxiety that divided into five strategies; Preparation, Relaxation, Positive Thinking, Peer seeking, and Resignation.

### **2.3 Relevant Studies**

There are some relevant studies of EFL undergraduate students' strategies to cope with speaking anxiety that is related to this study.

The first study is about "Speaking anxiety among Turkish EFL learners: The case at a state university" which has been conducted by (Öztürk & Gürbüz, 2014). This paper investigated the level, major causes, and determining factors of foreign language speaking anxiety and students' perceptions of it. The researcher used 383 pre-intermediate students; 225 females and 158 males of English preparatory program at a state university as

the participants. The data were collected by a questionnaire and interviews with 19 randomly selected participants to get in-depth data on speaking anxiety. They used FLCAS by Horwitz et al (1986), and the interview protocol consists of five open-ended questions. The result shows that speaking skill is perceived as an anxiety-provoking factor by most of the students, students get more anxious when they are being unprepared and factors causing speaking anxiety grouped into three headings as an individual, environmental and educational.

The second study is researched by Liu (2006) entitled “Anxiety in EFL Classrooms: Causes and Consequences”. This research aimed to identify the causes of anxiety and coping strategies that the students and the teacher use. The data gathered by doing some methods: survey, observation, reflective journal, and interview. The participants of this study were 34 low proficiency students, 32 intermediate proficiency, and 32 high proficiency students. Those students are non-english major that came from the various departments in university in Beijing. This research revealed that the causes for anxiety are: Low English proficiency, Lack of practice, Difficulty of the task, Lack of Confidence, Fear of making mistakes, and Incomprehensible input. The strategies mentioned by the students to cope with their anxiety were: More practice, More prepared, and Be confident to not being fearful of making mistakes.

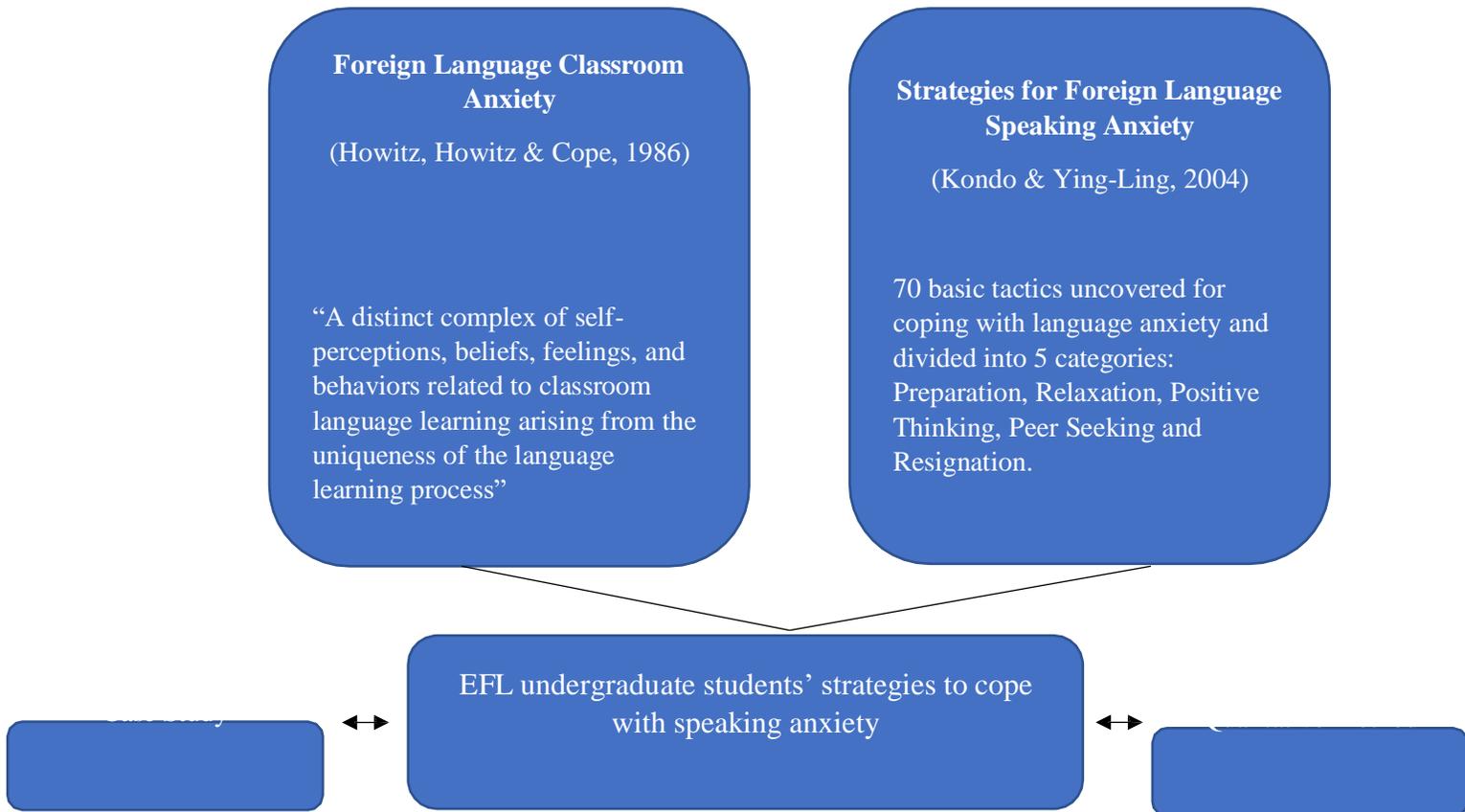
The third study is about “English language learners’ use of self-regulatory strategies for foreign language anxiety in China” which has been conducted by Guo, Xu, & Liu (2018). This article reports on an exploratory study of Chinese EFL learners’ use of self-regulatory strategies for foreign language anxiety. This study used 31 item questionnaires that were developed based on focus group interviews. The sample of this study involved 753 non-English major undergraduate EFL learners from 7 universities in China. The findings revealed 6 categories of strategy such as Avoidance strategy, Cognitive strategy, Metacognitive (management) strategy, Affective strategy, Social Strategy, and Metacognitive (appraisal) strategy.

The fourth study is researched by He (2017) entitled “How to Cope with Foreign Language Speaking Anxiety Effectively? The case of University Students in China”. This paper investigated the coping strategies for FLSA which was conducted by figuring comprehensive data from 302 university students and 30 teachers of English at two different universities in China. This study used mixed-method, quantitative data were collected by questionnaires, and qualitative data were gathered by a focused interview. The result of this study showed that 32 strategies to cope with FLSA were identified and categorized into 3 categories: Strategies directed to teacher, Strategies directed to both teacher and students, Strategies directed to students. The application of such strategies of FLSA makes their learning more enjoyable.

The last research is by Kondo & Ying-Ling (2004) entitled “Strategies for coping with language anxiety: the case of students of English in Japan”. This study aims to measure the students’ level of anxiety and to collect a broad sample of strategies that they use to cope with language anxiety. This study used a mixed method and the participants of this research were 93 women and 116 men taking basic English courses at two universities in Central Japan. This research finds 70 basic strategies to cope with anxiety and categorized into 5 categories: Preparation, Relaxation, Positive thinking, Peer seeking, and Resignation.

All the studies mentioned above are chosen as the relevant studies to this research because all of the studies aim to investigate foreign language speaking anxiety and how to cope with FLSA. Those researches are relevant to this study because they can be used as references.

## 2.4 Theoretical Framework



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deliberates the methodology of the study. It covers the research design, data preparation (participants, types of data, sources of data, and informed consent), data collecting techniques, data analysis, and trustworthiness of the research.

#### **3.1 Research Design and Method**

The researcher used a qualitative method, specifically a case study approach. According to Yin (2003) case study is a study to use to understand real-life phenomena. Students tend to feel anxious while speaking in public and still confused how they cope with their anxiety. this problem is really happening in our surrounding, and it is a real-life phenomena. That is why this study should be conducted using case study approach. This research use interviews as the main instrument and did an observation and documents to support the data. This study was designed to investigate the strategies that undergraduate EFL students use to cope with speaking anxiety.

#### **3.2 Research Setting and Participants**

The participants of this research were undergraduate EFL students who are taking an Academic Speaking class in the English department program in one of the private universities in Yogyakarta. In the Academic Speaking class, the students have the responsibility to present a current topic

supported by valid data. They were allowed to use PowerPoint and small notes to help them while presenting. The first two weeks were used for observing three classes in four meetings; class C, A, and F. The researcher observed the classes to find the most anxious and less anxious students as the participants. When the students present their topic, the researcher observed their performance and analyzes whether they experiencing anxiety symptoms or not. Based on Horwitz, Horwitz, & Cope (1986) Students experienced 'freezing' in class and many of the psychological symptoms related to anxiety such as tension, shaking, sweating, heart beating very fast, and sleep disturbance. After the researcher decided the lowest and the highest anxious students, the researcher discussed it with the lecturer to confirm that the criteria are appropriate. The researcher took two participants, the first is Jake and the second is Jess (pseudonym). They were from different class; Jake was from class C while Jess was from class F. Jake experiencing the highest level of anxiety while Jess experiencing the lowest level of anxiety.

### **3.3 The Technique of Data Collection & Research Instrument**

The instrument that the researcher used in this research were observation, document, and in-depth interviews. First, the researcher observed the Academic Speaking classes because the researcher wants to know which one of the students that experienced the most anxiety and less anxiety. The observation conducted by coming directly to the classroom four times and

taking videos of students' performances using the phone camera and also taking notes of what symptoms that appear when the students performing. Both videos and notes were needed to support to get more information related to this research. In this study, the researcher used one-on-one interviews where the researcher interviewing the participants in different places and different times. The interview for Jess was scheduled on Friday 10<sup>th</sup> of January 2020 in Ulil Albab Mosque started around 04.00 PM for 28 minutes 58 seconds and Jake was scheduled on Monday 13<sup>th</sup> of January 2020 in front of room 1.01 started around 08.30 AM for 16 minutes 42 seconds. The whole process of interview was recorded by voice recording then the data would be analyzed to answer the research questions.

*Table 3. 1 Matrix of Interview Questions*

Subject	Conceptual Definition	Component	Interview Questions
Foreign Language Speaking Anxiety	Unpleasant emotional condition caused when learners are required to speak in foreign language (Horwitz, Horwitz & Cope, 1986)	<ol style="list-style-type: none"> <li>1. Unpleasant emotional condition</li> <li>2. Speak in foreign language</li> </ol>	<ol style="list-style-type: none"> <li>1. How is your speaking class going so far?</li> <li>2. Tell me about your experiences in your speaking class</li> <li>3. How do you feel when you are asked to speak in foreign language?</li> <li>4. What makes you feel anxious?</li> </ol>

			5. What difficulties do you have when you have to speak in foreign language?
Strategies to cope with Speaking Anxiety	70 basic tactics uncovered for coping with language anxiety and divided into 5 categories: Preparation, Relaxation, Positive Thinking, Peer Seeking and Resignation. (Kondo & Ying-Ling 2004)	<ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Relaxation</li> <li>3. Positive Thinking</li> <li>4. Peer Seeking</li> <li>5. Resignation</li> </ol>	6. What do you do to overcome your speaking anxiety?

### 3.4 Data Analysis

The researcher used the thematic analysis method, which is used for identify, analyze and report patterns of themes in the data, and it also helps to organize and describe the data in more detail (Braun & Clarke, 2006). There are six phases of thematic analysis below:

Phase 1: Familiarizing myself with the data by re-reading the source of the data and transcription of verbal data more than once. The researcher transcript the result of the interview and reading all the sources of the data shown in the transcription of verbal data.

Phase 2: Generating initial codes. The researcher made some initial codes to make the constructs are easy to be found and recognize.

Phase 3: Searching for themes of initial codes that I have analyzed before. After that, the researcher reads all the transcription and searches the themes one by one.

Phase 4: Reviewing themes to choose the most appropriate one by comparing the themes. Because in every theme some data has more than one theme, the researcher did some reviews to choose the appropriate theme.

Phase 5: Defining and naming themes.

Phase 6: Producing the report.

### 3.5 Trustworthiness

The method of this research has been published, confirmed, and reviewed in a journal as trustworthiness. The researcher also created interview questions based on the related theories by consulting expert judgment to get the trustworthiness.

### 3.6 Research Timeline

*Table 3. 2 Research Timeline*

<b>Date</b>	<b>Data Collection</b>
Step 1	Familiarizing the data
Step 2	Generating initial codes
Step 3	Searching for themes
Step 4	Reviewing themes
Step 5	Defining and naming themes

Step 6	Producing the report
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## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Findings**

In this part, the data findings are gained from 2 different types of data collection sources; Observation and Interview. They were categorized into certain theme and codes to support finding and discussion of this research.

##### **4.1.1 Observation**

The observation was conducted by coming directly to the 4 classrooms and taking a video record by using a mobile phone camera of their teaching and learning activities that mostly used for students to speak in front of the class for presented their topics. In this observation, the researcher focused to observe the students who experienced a low level and high level of speaking anxiety.

The result of the observation showed one student from class C with a high level of anxiety and one student from class F with a low level of anxiety.

##### **4.1.2 Interview**

In this study, the researcher used a one-by-one interview where the researcher would interview face to face in different places and times. Creswell (2012) describes that a one-on-one interview is a process of data collection in

which the researcher asks questions and documenting their answers from only one participant at a time. This method is ideal for interviewing participants who would not hesitate to talk, who articulate, and who can easily express ideas. It means this approach is appropriate for interviewing each of the participants at different times and different places. The researcher interviewed the first participant, Jess that was held on Friday 10th of January 2020 in Ulil Albab Mosque started around 04.00 PM for 28 minutes 58 seconds and the second participant, Jake was scheduled on Monday 13th of January 2020 in front of room 1.01 started around 08.30 AM for 16 minutes 42 seconds. The interview focused on what factors can make them anxious and what strategies they used to cope with their foreign language speaking anxiety. The researcher was able to collect the information from the participants' perspectives toward the interview questions. The interview question in this research was built from construct theories related to the foreign language speaking anxiety and strategies to cope with speaking anxiety. From the result of the interview section, the researcher analyzed and conclude the data. In general, the result of the interview data gained by the researcher indicated that both participants have different factors that triggered their anxiety and also different strategies to cope with their speaking anxiety. Jess mentioned several factors that triggered her anxiety; teachers' threat, teachers' higher proficiency, low English proficiency, and fear of making mistakes. She also mentioned her way to cope with speaking anxiety such as: understand the

topic, prepare well, practice more, record her voice, remind herself to calm, pray, smile, brave to speak, raise the voice and start the presentation with enthusiasm. Different from Jake, he mentioned several factors that make him anxious such as teachers' threat, lack of vocabulary, fear of making mistakes, fear of being the focus of attention, lack of preparation, and no support system. He stated that how he copes with his anxiety is in several ways such as: prepare well, practice more, remember the text, make a keyword, squeeze paper, take a deep breath, build up self-confidence, support from peers and mingle with students. The way they cope with their speaking anxiety was different, it is necessary to note that both of the participants have different issues, different levels of anxiety, and different background. The factors that Jess experienced but Jake did not are: teacher's higher proficiency, and low English proficiency. The factors that Jake experienced but Jess did not are: lack of vocabulary, fear of being focus of attention, lack of preparation, and no support system. The factors that both Jess and Jake experienced are: teacher's threat, and fear of making mistakes. The strategies that comes only from Jess are: understand the topic (preparation), record her voice (preparation), remind to calm (relaxation), pray (relaxation), brave to speak (positive thinking), raise the voice (positive thinking), and start the presentation with enthusiasm (positive thinking). The strategies that comes only from Jake are: remember the text (preparation), make a keyword (preparation), squeeze paper (relaxation), build up self-confidence (positive

thinking), support from peers (peer seeking), and mingle with students (peer seeking). The strategies that comes from both Jess and Jake are: prepare well (preparation) and practice more (preparation). For further explanation about the result, can be seen in the discussion section.

The table below is the example excerpt of the interview transcript from one of the participants.

*Table 4. 1 Excerpt of Interview Transcript Participant*

<b>Transcription 1</b>		
<b>Participant</b>	: Jess	
<b>Time</b>	: 04.00 – 04.29 PM	
<b>Date</b>	: Friday, 10 <sup>th</sup> of January 2020	
<b>Place</b>	: Ulil Albab Mosque	
<b>S</b>	: Student	
<b>R</b>	: Researcher	
<b>Subject</b>	<b>Line</b>	<b>Transcription</b>
<b>R</b>		Why you think like that? I mean, why you think that there is a differences between teacher and friend?
<b>S</b>	099	On my opinion, it is just the difference between the level of proficiency....

#### 4.1.3 Document

The document was another data that have been collect by the researcher in this study. Data from documents was needed for researcher to support the findings. Nevertheless, the document cannot be attached in this research because the document was a score transcript .

#### 4.1.4 Thematizing

Based on Braun and Clark (2006), the use of thematic analysis as a method is to identify, analyze, and report the patterns (themes) with the data. As the researchers' data coding, not all coding appeared in the data finding, there is also emergent finding in the data. The researcher also classified the research data into several categories. Each category confirmed the prefigured themes, which were broken down into more specific sub-theme The themes will not always be shown entirely from all coding. Thus, Braun and Clark (2006) highlighted that researcher needs to attach the theoretical commitments from the theory. After input the thematic analysis, the themes were conducted below:

*Table 4. 2 Thematizing Matrix*

Construct	Theme	Sub-Theme	Code
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Factors of Foreign language Speaking Anxiety	Teachers' Threat		FLSA/TT/JE/001
			FLSA/TT/JA/001
	Teachers' proficiency compared to students'	higher level	FLSA/THP/JE/001
	Low Proficiency	English	FLSA/LP/JE/001
	Lack of vocabulary		FLSA/LV/JA/001
	Fear of making mistake		FLSA/FM/JE/001 FLSA/FM/JA/001
	Fear of being focus of attention		FLSA/FF/JA/001
	Lack of preparation		FLSA/LP/JA/001
	No Support System		FLSA/NS/JA/001
Strategies to cope with speaking anxiety	Preparation	Understand the topic	SCSA/PRP/UT/JE/001
		Prepare well	SCSA/PRP/PW/JE/001
			SCSA/PRP/PW/JA/001
		Practice more	SCSA/PRP/PM/JE/001
			SCSA/PRP/PM/JA/001
		Record her own voice	SCSA/PRP/RV/JE/001
		Remember the text	SCSA/PRP/RT/JA/001
	Make a keyword	SCSA/PRP/MK/JA/001	
	Relaxation	Remind herself to calm	SCSA/RLX/RC/JE/001
		Pray	SCSA/RLX/PR/JE/001
		Smile	SCSA/RLX/SM/JE/001
		Squeeze paper	SCSA/RLX/SP/JA/001
		Take e deep breath	SCSA/RLX/TB/JA/001

Emergent Findings	Positive thinking	Brave to speak	SCSA/POS/BS/JE/001
		Raise the voice	SCSA/POS/RV/JE/001
		Start the presentation with enthusiasm	SCSA/POS/SE/JE/001
		Build up self confidence	SCSA/POS/SC/JA/001
	Peer seeking	Support from peers	SCSA/PEE/SP/JA/001
	Overwhelmed with a Lot of Speaking Activities	Mingle with students	SCSA/PEE/MS/JA/001
	Teacher-Students' Relation		EF/OW/JA/001
	Eye Contact		EF/TR/JA/001
	Avoidance		EF/EA/JA/001
	Eye Contact Tendency		EF/ET/JE/001
Strategy Adaptation		EF/SA/JE/001	
Jess's Educational and relatives Background		EF/JB/JE/001	

#### 4.1.5 Coding

The way to keep evidence of data sources is by giving coding based on the theme. In this research, the researcher created a coding system for evidence from all data sources taken from interviews.

*Table 4. 3 Coding Matrix*

Coding Sample	Meaning
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FLSA/TT/JE/001

‘FLSA’ is for Foreign Language Speaking Anxiety construct. ‘TT’ is for Teachers’ Threat theme. ‘JE’ is for Jess means that the data found in Jess interview transcript. ‘001’ means it is from interview transcript line 1.

SCSA/PRP/PM/JA/001

‘SCSA’ is for Strategies to Cope with Speaking Anxiety construct. ‘PRP’ is for Preparation theme. ‘PM’ is for Practice More sub-theme. ‘JA’ is for Jake means that the data found in Jake interview transcript. ‘001’ means it is from interview transcript line 1.

EF/EA/JA/001

‘EF’ is for Emergent Findings. ‘EA’ is for the findings from the data, Eye-contact avoidance. ‘JA’ is for Jake, means that the data found in Jake interview transcript. ‘001’ means it is from interview transcript line 1.

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## **4.2 Discussion**

In this part, the researcher presents the interpretation of the research findings. The interpretation data gained from the data that has been analyzed based on the theme in a theoretical construct that was used by the researcher. In this discussion, the researcher interprets the causes of their foreign

language speaking anxiety and the strategies employed by the participants in coping with foreign language anxiety

#### **4.2.1 Factors of Foreign Language Speaking Anxiety**

By considering the theory by Horwitz, Horwitz, & Cope (1986) that said learning a foreign language is certainly a risky situation because learners probably lead to fear, panic, “freezing” and awkwardness, or also known by anxiety were experienced by each of the two participants. The factors that caused their anxiety would be different from one and another.

##### **i. Teachers’ Threat**

Both students experienced anxiety in their speaking activity caused by Teachers’ Threat. Jess stated that the expression of the teacher can make her nervous and lead to anxiety, she also felt afraid when the teacher stares at her and also giving the question directly. Both the participants, Jess and Jake experienced the anxiety because of the teacher gave an impression as a ‘mean’ teacher. They felt threatened because the teacher gives them the ‘sharp’ look.

“When I speak in front of the class and I am being well prepared, insyaAllah I won’t get nervous. When I am doing presentation, I used to having eye contact, **but when the teacher stare at me and give question directly, I am afraid** maybe because I am afraid for answering a wrong answer. I still being afraid to answer the wrong way” (FLSA/TT/JE/105)

“Alhamdulillah I already knew the tricks for a presentation thing, **but when I got a teacher whose have a face ‘like that’ to be honest, I’m getting nervous**” (FLSA/TT/JE/119)

“If I am in the classroom? **Mmmm the face of the teachers’ makes.** If it is my friend, I really don’t care if they joking or anything, I still can handle that” (FLSA/TT/JE/116)

“Not laughing or giggling, **but if the teacher has a look like ‘that’ I already scared, I will automatically have lost the words,** so I have to start my presentation with **enthusiasm** and they can give their attention to me” (FLSA/TT/JE/117)

“**Mr x known as the killer one** hahaha” (FLSA/TT/JA/038)

“**So, yeah the anxiety is getting real**” (FLSA/TT/JA/039)

According to the statements above, both Jess and Jake experienced anxiety triggered by Teachers’ Threat. Young (1990) stated that students seem afraid to speak in front of their peers and their teacher in the foreign language class, she also explains that maybe they are afraid of making mistake towards their peers and/or teacher, or maybe they just do not want to lose self-esteem by having to reveal their mistakes in a foreign language. It is brought through the liability of they are afraid of the teacher because they afraid of making mistakes and did not want to show their failure in front of their teacher. They feel of being under pressure about the evaluation they will receive, they can look at the teachers’ expression of whether the teacher will give them bad evaluation or good evaluation, that is why the teacher threat is one of the factors that can cause their foreign language speaking anxiety. Especially if the teacher already gave them the ‘sharp’ look, students usually will think that the teacher did not like their performance and will give them a bad evaluation.

That reason also can affect their speaking anxiety. They would think if they already speak the right sentences & grammar or not.

## **ii. Teachers' Higher Proficiency Level**

The finding of this aspect revealed that teachers' higher proficiency level compared with students' was one of the factors that caused speaking anxiety on Jess. Jess experienced anxiety when she's in her language speaking class. The researcher and Jess were talking about what makes a teacher and a friend different in her opinion. Jess stated that when she talked with friends and with the teacher, there is a difference. She tends to be more nervous when she talked with the teacher. She said that her teacher is more proficient than her, because of that she was anxious with her foreign language speaking ability.

**“On my opinion, it is just the difference between the level of proficiency....” (FLSA/THP/JE/099)**

From the data above, it shows that it is in line with Horwitz, Horwitz, & Cope (1986)'s theory that teacher known as the only person who speak a foreign language fluently in the class, compared by the students. Indeed, language proficiency is different and that makes students experienced anxiety. These factors also relatable with the first factor that is teachers' threat. Jess got nervous and anxious if she got a question from her teacher, it is because

Jess assumes that the relation between a student and a teacher is not equal, she believed that as a student we should respect and lower ourself in front of the teacher because teacher definitely has a higher proficiency level than students. The feeling of being inferior to others can lower their confidence and make them feel anxious.

### iii. Low English Proficiency

Anxiety was also happened to Jess due to her low English proficiency. Jess thinks that her English proficiency was not really good, and it makes her feel afraid to speak.

“I am still struggling for that, **and also my English is not really good, so I am afraid for speak**, I am afraid for making mistake” (FLSA/LP/JE/095)

“The language. **I am afraid because I am less competence in English, yeah just because of that**” (FLSA/LP/JE/102)

From the statements above, it is supported by Young’s (1990) theory reveal that the relationship between anxiety, language learning, and performance cannot be interpreted without considering some variables, one of them is language skill. It means that low English proficiency indeed affected the anxiety level of Jess. Nevertheless, the transcript of her score in Academic Speaking class was founded, and it shows that she gained an A/B for her Academic Speaking class, it shows that it was only Jess’s lack of confidence with herself. Jess’s statement that she thinks her English proficiency was not

really good indirectly declared that she underestimates herself and she had a lack of confidence with herself. She thinks that her classmates are better than her and she felt inferior, this feeling can lead her to nervousness and anxiety.

#### **iv. Lack of Vocabulary**

From the result of the interview, Jake experienced anxiety because of his lack of vocabulary. The researcher and Jake were talking about the differences between using Bahasa and English in our public speaking experience. He admits that his lack of vocabulary in English affects his speaking anxiety.

**“That’s right, the thing is, for example, if we used English, the vocabulary that we know is limited, isn’t it? So when organizing the word, it become limited” (FLSA/LV/JA/086)**

According to interview, Jake agreed that when it comes in Bahasa rather than English, the anxiety was not really big. He said that he was lack of English vocabulary. It is in line with Liu (2006) who explain that another major obstacle was the lack of vocabulary which made students anxious to speak english in their classroom. And also the findings of the research by Rafada & Madini (2017) shows that the lack of vocabulary among students was considered to be the most anxious thing in the speaking class, nearly 50% agreed that they feel nervous when they want to come forward in front of the

class because they do not have enough words in their target language. It is because the position of English in our country is not our mother tongue or our first language, however it is a foreign language that we are could not master as well as our mother tongue itself, Bahasa. The key when students want to speak in other languages is they should know its own vocabulary. When the students could not express what they want to talk about in target language, it can lead to nervous and anxious, that is why lack of vocabulary was one of the factors of foreign language speaking anxiety.

**v. Fear of making mistake**

The answer of both participants shows that they are afraid of making mistakes while speaking English and this fear makes them feel anxious. Both students clearly state that they afraid of making mistake and that is increasing their anxiety. They know that English is not their mother language and they still did not know yet which one is right and which one is wrong in English, and that makes them feel afraid of making a mistake.

“When I speak **in** front of the class and I am being well prepared, insyaAllah I won’t get nervous. When I am doing presentation, I used to having eye contact, but when the teacher stare at me and give question directly, I am afraid maybe **because I am afraid for answering a wrong answer. I still being afraid to answer the wrong way**” (FLSA/FM/JE/105)

“I am still struggling for that, and also my English is not **really** good, so I am afraid for speak, **I am afraid for making mistake**” (FLSA/FM/JE/095)

**“I am afraid of being wrong. Especially if speak in English, I am afraid of making grammatical errors or something like that, I am afraid if I speak English wrong” (FLSA/FM/JA/020)**

**“So, I am afraid if... if we make a grammatical error, there will be a wrong meaning isn’t it? So yeah I am afraid of that” (FLSA/FM/JA/024)**

From the data above, it is in line with Horwitz, Horwitz, & Cope (1986) they confirm that several students believe that nothing should be said in a foreign language until it can be correctly stated, also the students think that it is not appropriate to guess an unknown foreign language word. They think that feeling embarrassed if they make mistakes in front of their classmates can lead them to get some negative evaluation and their classmates will judge them if they make mistakes. They did not want to be laughed at or being watched for making mistakes. Those feelings can lead them to feel nervous and anxious. This finding implies that fear of making mistakes is one of the factors of foreign language speaking anxiety until now.

**vi. Fear of being focus of attention**

Not both of the participant state that their anxiety comes from their fear of being the focus of attention, Jake admits that his anxiety arises from being in front of people, he immediately becomes quiet and freezing. The researcher and students are talking about what things that become his challenge on his speaking anxiety, Jake state that being in front of people is one of his challenge on speaking in a foreign language.

**“yaa... being in front of people” (FLSA/FF/JA/028)**

**“Because, if I am places in many people, I am being quiet. It’s like... when I am in front of many people, I am being anxious” (FLSA/FF/JA/30)**

Regarding the statements, those are in line with Horwitz, Horwitz, & Cope (1986)’s explanation about anxious students experienced a strong self-consciousness when asked to expose themselves in the presence of other people, speaking the foreign language. Jake afraid of showing himself or being spotlighted in front of others, especially when he asked to speak in a foreign language. This finding also relevant to the findings before, when he performed in front of the class, he felt uncomfortable because all of his classmates only focus on him. Jake experienced anxiety because he knows that his performance was being monitored by people in the classroom. This feeling can lead him to anxious because of being under pressure about the evaluation he will receive.

**vii. Lack of preparation**

Jake acknowledged that when he asked to speak in front of the class but he loses his keynote, he starts to panic and felt anxious until he stopped his performance in a halfway, he feels limp that make he could not standing right. It is because his anxiety arises and one of the factors is because he was unprepared and his keynote was left behind.

“When I was asked to do the presentation, I forgot what kind of presentation, it is in Academic Speaking class, **and maybe I was less prepare, then the keynote left behind.**”(FLSA/LP/JA/040)

“Afraid of being wrong, then **the paper that I already prepare, left behind, so I didn’t know what I want to say like there is no preparation.** Moreover, it is still the earlier of the semester so I am not familiar yet with my classmates” (FLSA/LP/JA/057)

Those statements are relevant to the statement of Horwitz, Horwitz, & Cope (1986) they found that the 49% of the students start to panic when they have to speak in front of the language class without being prepared. It also supported by Young's (1990) theory, students showed anxiety when they appeared to class unprepared. Although Jake said that he already prepared, he could not do an impromptu speak so he relies on his keynote, and unfortunately, the keynote was left behind, he felt like there is no preparation at all. Some studies have concluded that preparation should be planned properly so that the students do not feel overwhelmed when they have to speak in front of people. Preparation is considered as the most important thing to do before you have to speak in front of the class.

#### **viii. No support system**

Jake admits that his anxiety increasing on the day that he was asked to speak in front of the class, one of the factors is because of no support system or someone he closes with and also it is still the earlier of the semester so he does not know yet his classmates.

“**There is no support system**” (FLSA/NS/JA/060)

“Afraid of being wrong, then the paper that I already prepare left behind, so I didn’t know what I want to say like there is no preparation. **Moreover, it is still the earlier of the semester so I am not familiar yet with my classmates**” (FLSA/NS/JA/057)

According to Kondo & Ying-Ling (2004), one of the coping strategies for students who experiencing speaking anxiety is peer seeking. Students may always look for someone he knows to give moral support to him. The presence of one of his support system is a matter for him to cope with his anxiety. That is why Jake’s anxiety increasing because there is no presence from one of his friends when he delivers his speech, moreover he still does not know yet his classmates.

#### **4.2.2 Strategies to Cope with Speaking Anxiety**

FLSA or foreign language speaking anxiety is a common thing that happens to students, foreign language anxiety regarded as a factor that can be reduced or that can cope with. In this research, the researcher investigates the foreign language speaking anxiety coping strategies from the students’ perspective.

The result here appears to lead to 5 main strategies by Kondo & Ying-Ling (2004). The strategies are (a) Preparation, (b) Relaxation, (c) Positive Thinking, (d) Peer Seeking, and (e) Resignation.

##### **i. Preparation**

In this category, both the participants mention several strategies that the researcher decided to categorize into this theme. Based on Kondo & Ying-Ling (2004), preparation refers to attempts to control the impending threat by enhancing learning and learning strategies (e.g. study hard, trying to get good summaries of lecture notes). The use of these techniques would minimize the anxiety associated with the language class. Some studies have concluded that preparation should be planned properly so that the students do not feel overwhelmed or lost when they have to speak. Based on the interview, they can reduce their anxiety when performing in front of the class by preparing the material and studying it. They were worried they could not talk well because they did not plan the material and lost their idea and it is going to give them another bad situation. Indeed, the participants admitted that if they were preparing more, they would not get anxious. The preparation techniques were very general, both Jess and Jake mention several specific techniques about the preparation that they use to overcome with their speaking anxiety; a) Understand the topic, b) Prepare well, c) Practice more, d) Record their own voice, e) Remember the text, f) Make a keyword. The detail of their statements about the techniques can be seen below:

- a. Understand the topic

One of the participants, Jess told the researcher that how she copes with her foreign language speaking anxiety is by understanding the topic rather than remembering the text, she could cope with the anxiety because if she suddenly forgot the text, she could continue to speak in her own language. She said that the most important thing is to understand the topic and knows what she wants to talk about later.

“If I lost of words in my head then I think, what should I do? I smiled and suddenly there it is, it comes up immediately just like that. **The important thing is, make sure that we really understand what we want to say**” (SCSA/PRP/UT/JE/135)

“Yeea it is. So if we forget **but we know the pattern about what we wanna talk about**, insyaAllah we could, especially if we already practicing. The thing is, **we knew the pattern about what we wanna talk about** even though it is not the same as the text, we could present it using our own language” (SCSA/PRP/UT/JE/136)

By understanding the topic, she could be adapting to the situation that she could not expect when she was speaking in front of people when she lost the words that she remembered but if she understands the topic, she could continue her speech by using her own sentences.

b. Prepare well

Jess and Jake mentioned how they cope with their anxiety, they try to maximize their preparation so when they have to speak in front of the class

they know what to say and it will reduce their anxiety. Jess acknowledged that if she being well prepared, she could through her speaking anxiety.

**“When I speak in front of the class and I am being well prepared, insyaAllah I won’t get nervous.** When I am doing presentation, I used to having eye contact, but when the teacher stare at me and give question directly, I am afraid maybe because I am afraid for answering a wrong answer. I still being afraid to answer the wrong way” (SCSA/PRP/PW/JE/105)

**“If doing presentation, I prepare everything.** I keep practicing in my room until the day before I went to the class. I dare to myself for staying up the night for practicing. I know If I am being focus of attention, I am not really get nervous. But I was afraid if suddenly I forgot everything in class” (SCSA/PRP/PW/JE/108)

**“The important thing for me is prepare, prepare well so that if I came in front of the class it will run smoothly”** (SCSA/PRP/PW/JE/111)

**“Mmm yeah the preparation must have done well \*clear throats\* and then... make a keynote”** (SCSA/PRP/PW/JA/069)

From the statements above, the participants preparing to reduce their anxiety, and both of them also doing combining with another preparation technique. They thought that by doing preparation can make them safer than any other way. Preparation is an essential technique and the most useful way to reduce speaking anxiety.

c. Practice more

Both participants mention that practicing is one of the ways of coping with speaking anxiety. For Jess, before the day that she was speaking in public, she has to keep practicing herself in her room along the night, so that on the day she was speaking in public, she gets used to and knows what she wants to talk.

“If doing presentation, I prepare everything. **I keep practicing in my room until the day before I went to the class. I dare to myself for staying up the night for practicing.** I know If I am being focus of attention, I am not really get nervous. But I was afraid if suddenly I forgot everything in class” (SCSA/PRP/PM/JE/108)

“**I have to practice to keep on talking. If I have been practiced, when I was in front of the class. It will run smoothly**” (SCSA/PRP/PM/JE/109)

“Mmmm I think I have never done that. I used to... for example... **the thing is I have practiced**” (SCSA/PRP/PM/JE/131)

“yaaa it is. So if we forget but we know the pattern about what we want to talk about, insyaAllah we could, **especially if we already practicing.** The thing is, we knew the pattern about what we want to talk about even though it is not the same as the text, we could present it using our own language” (SCSA/PRP/PM/JE/136)

“**Yeah. And then.... keep practicing**” (SCSA/PRP/PM/JA/089)

Jess had a strategy to reduce her anxiety by rehearsing before the day of her speech. Rehearsal and practice in front of the mirror in her room before the day of her speech are really helped Jess to reduce her anxiety. Practice is very important to get a good presentation, she can examine which language, tone, and gesture that she wants to use in her speech.

d. Record their own voice

Jess stated that her way to cope with speaking anxiety is to prepare well, one of her way of prepare is to record her own voice.

**“What else? Eeeee record our own voice? Same as preparation isn’t it?” (SCSA/PRP/RV/JE/110)**

From the statement above, it is in line with Young (1990), practice self-talk can be specifically helpful in dealing with anxiety. What Jess did to record her voice is a kind of practice self-talk and it can reduce her foreign language speaking anxiety. By recording her voice, she could know which part is she lacking at, which part that she should practice more and she knows how it sounds like when she is speaking in front of people. By recording her voice and doing self-talk, she could know her strengths and her weakness so she can prepare herself before speaking in front of people.

e. Remember the text

From the result of the data, Jake state that the way he handling his anxiety is by remembering the whole text. He should know what he wants to talk about by remembering the text that he already prepares. He believes that this technique can reduce his anxiety.

**“Mmmmm it’s like.... Remembering. Really really remembering the text” (SCSA/PRP/RT/JA/014)**

One of Jake's way to overcome with his anxiety is by remembering the text, he did material and outline reviewing before he speaks in front of the class, he also writes down what is the point of what he wants to say in a form of keynote to help him remember the topics.

f. Make a keyword

Another technique that Jake uses to reduce his anxiety was making a keynote for his guidance if he was asked to speak in front of the class. He should look at his keynote to make him confident and less anxious in speaking a foreign language.

**“Mmm yeah the preparation must have done well \*clear throats\* and then... make a keynote” (SCSA/PRP/MK/JA/069)**

He used a keynote as a strategy to overcome his speaking anxiety. Using a keynote was also effective to reduce the chance of failure such as mind blank or forget with the main point of his speech. He makes a keynote before the day of his speech, the purpose of the keynote was to help him remember his speech outline from the beginning about the sequences of the topic and some important ideas in case he forgot what he wants to say.

**ii. Relaxation**

The result of the research declared that both Jess and Jake did several strategies to cope with their speaking anxiety that included to relaxation section. According to Young (1990), for highly nervous students, teachers recommend some sort of additional instruction for coping with anxiety, one of them is do relaxation exercises. In this situation, the two participants have different techniques to cope with their speaking anxiety. The result of the data was in line with Kondo & Ying-Ling's (2004) theory that relaxation includes strategies aimed at reducing the symptoms of anxiety, for example 'take a deep breath' and 'try to calm down'. Both participants applied those strategies to reducing their speaking anxiety and also several strategies that associated with relaxation; a) Remind themselves to calm, b) Pray, c) Smile, d) Squeeze paper, e) Take a deep breath.

a. Remind themselves to calm

Jess stated that one of her way to cope with her foreign language speaking anxiety is by reminding herself to keep calm and not to be seen panic. She got this strategy from her family, she usually saw her family when speaking in front of others and she adapts it.

"Yeah I often speak in front of people, I see my brothers, my parents speaking in public, so I observe then I adapt it. The tips are from seeing my surrounding, stare them at the eyes, **calm down**, and the important thing is bismillah" (SCSA/RLX/RC/JE/126)

Jess believes that by calming herself down could be decreasing her speaking anxiety, she can control their feeling of anxious or frightened. When students are in a relax condition, it will help them to explore what she could do in front of the class. The purpose of calming herself is to eliminate her anxiety.

b. Pray

Another technique that Jess used to cope with her foreign language speaking anxiety is by praying. She told that when she suddenly lost the words from her head, she used to keep quiet, and praying. She admits that this technique is effective based on her own experience.

“Yeah I often speak in front of people, I see my brothers, my parents speaking in public, so I observe then I adapt it. The tips are from seeing my surrounding, stare them at the eyes, calm down, **and the important thing is bismillah**” (SCSA/RLX/PR/JE/126)

“**I was like...quiet, and I \*pray\* hehehe**” (SCSA/RLX/PR/JE/133)

“**Yeah I pray.** I keep quiet, trying to remember the things, and the important thing is smile. Don’t show them if I am in panic” (SCSA/RLX/PR/JE/134)

c. Smile

From the result of the data interview, Jess admits that she usually smiles when the speaking anxiety arises, she did not want to her audience knows that she was in a panic, it might decrease her anxiety.

**“Yeah I pray. I keep quiet, trying to remember the things, and the important thing is smile. Don’t show them if I am in panic” (SCSA/RLX/SM/JE/134)**

**“If I lost of words in my head then I think, what should I do? I smiled and suddenly there it is, it comes up immediately just like that. The important thing is, make sure that we really understand what we want to say” (SCSA/RLX/SM/JE/135)**

Based on Kraft & Pressman (2012) the participants who smiled spontaneously during stress returned to a cardiovascular resting level more quickly than those who does not smile. This indicates that smiling can be especially useful in speeding up the recovery of stress by reducing negative stress. Smiling helps the mind and body alleviate tension naturally. Smiling helps to reduce stress hormones, which help to avoid adrenal fatigue. Indeed, smiling enhances positive emotions and reduce anxiety.

d. Squeeze paper

Squeezing paper was one of Jake techniques to cope with his foreign language speaking anxiety. He states that with squeezing paper when he has a speaking anxiety attack, it can reduce his anxiety level.

**“I squeezing paper” (SCSA/RLX/SP/JA/062)**

This is relevant to the statement from Acreman, Bossio, Vatcher, & Freeman (2014) something happens in the body when we are stress and anxiety, it called muscle tension, by squeezing something and count to 10 could melt the tension from the body away. This is why squeezing paper can be effectively reducing speaking anxiety. Because this technique reduces the tension and makes the body and mind relax again.

e. Take a deep breath

Take a deep breath known as a relaxation technique to overcome anxiety. Jake stated that sometimes he takes a deep breath when he experiencing anxiety and it helped him to reduce the anxiety level.

**“I take a deep breath” (SCSA/RLX/TB/JA/075)**

This statements also relevant to Acreman, Bossio, Vatcher, & Freeman, (2014) that deep breathing techniques known to be highly effective to help someone to cope with stress. The purpose of this technique is to break the stress and to activate the system to calm the body. When the body and mind are calm, the anxiety level also decreasing.

**iii. Positive Thinking**

By considering the theory by Kondo & Ying-Ling (2004), positive thinking is identified by its preventive function to overcome the cognitive issue that underlies the anxiety of students (e.g. imagining a successful performance and trying to enjoy the tension). Giving positive feelings may improve the target language skills, because negative feelings may obstruct the improvement of the target language. It is in line with the data, the students mention several strategies that related to positive thinking to overcome their speaking anxiety. Both Jess and Jake they are willing to force themselves to against their speaking anxiety, in this data, the positive thinking technique covers four strategies; a) Brave to speak, b) Raise the voice, c) Start the presentation with enthusiasm, d) Build up self-confidence.

a. Brave to speak

Brave to speak was one of the positive energy comes from the speakers' minds. Although Jess was in her anxious stage, she should tell herself that she should have to be brave to speak no matter what.

“My friends said that if you were speaking in front of the class just imagine that all the audience is a bottle or a statue, then I said that I could not have a mindset like that, I still think that they are human. **But I know how to handle that, I have tips, I really need to be brave, I have to be brave to speak in front of them**” (SCSA/POS/BS/JE/124)

From the statement above, Jess said that they could not pretend that all of her audience was not a human, but she knows how to handle that, she has to be brave to speak in front of people, she has to fight her fear.

b. Raise the voice

Jess was not the type of person that speaks with a loud voice, but when it comes to her anxiety issue, she suggests to herself that she should raise her voice to get the audiences' attention and to hide her anxiety.

**“It’s like... I don’t usually raise my voice when I am talking, but I have to raise my voice at that time during my presentation, so the audience do not talk to each other or anything” (SCSA/POS/RV/JE/118)**

Jess state that she has to force her limit, from a quiet person to raising her voice when she did the presentation, she said that it has to be done so that she can have the audiences' attention. She personally already comfortable with being a focus of attention, so if she has her audiences' attention, it can reduce her anxiety.

c. Start the presentation with enthusiasm

This strategy is meant to distract the stressful situation into a positive and pleasant act, like suggests to student's minds to have an enthusiast opening. Jess stated that even though she was not a person that speaks loudly,

she has to open her speech with enthusiasm, so she could have the audience's attention.

“Not laughing or giggling, but if the teacher **has** a look like ‘that’ I already scared, I will automatically have lost the words, **so I have to start my presentation with enthusiasm and they can give their attention to me**” (SCSA/POS/SE/JE/117)

By doing that, Jess feels confident in herself because she already gets all of the attention of her audiences. She suppresses the negative thought related to language learning and subsumed into cognitive strategies that lead her to give her best performance.

d. Build up self confidence

Jake realized that his problem with anxiety was tremendous, he felt anxious in almost all of the subjects that he took. He would not want to stuck in his anxiety, he suggests to himself that he should be able to not be ashamed anymore.

“The first is.... \*unclear voices\* that is the first, then the second and third is like there is some thought... it is after academic, **I feel anxiety in most of all the subjects, but I have to against my own anxiety, I should not be ashamed**” (SCSA/POS/SC/JA/088)

Jake admitted that he always feels anxious in almost all the subjects, but he knows that he should fight his fear to against his speaking anxiety, he built up his self-confidence by telling to his own to not to be ashamed to

speak in front of people. This positive energy that Jake use may could be an effective strategy to cope with his foreign language speaking anxiety.

#### **iv. Peer seeking**

According to Kondo & Ying-Ling (2004), Peer seeking is characterized by the ability of the students to look for other students who seem to have the same trouble for understanding the class and/or managing their anxiety. The realization that others have the same problem may serve as a source of emotional control through a social comparison for an anxious student. This student may consider an appropriate learning partner to talk to or build support for each other. This strategy was a good solution for students to share their experiences and strategies with their learning partners. In these findings, these strategies are mentioned and experienced by Jake himself, from the interview, Jake stated that by the presence of his best peer and by being familiar with his classmates can reduce their speaking anxiety. This peer seeking strategy included two specific techniques that Jake mentioned; a) Support from peers and b) Mingle with students.

##### **a. Support from peers**

From the interview result, Jake stated that when he experiences anxiety the one who is he looking for was his only one person he knows, but

at that time the person is not in class yet, the Jake tell that the anxiety is getting worse until he could not stand upright and stop his speech in a halfway.

**“And then... looking at the closest person that I know” (SCSA/PEE/SP/JA/015)**

From the statement above, Jake stated that one of the ways for coping with his anxiety is by the presence of the closest person to him and by staring at them. As a social being, the human requires a social behavior that involves another person. The strategy dealing with the social aspect is important to reducing anxiety including cooperating with others. Indeed, as a human being the support from the closest person is important to reducing anxiety.

b. Mingle with students

Having a lot of friends in the classroom was also affect the confidence of the students itself. Jake admitted that he was not from the same batch as the students in his class, so he has no friends yet in the classroom. It is one of the reasons he felt anxious when he was asked to have a speech in front of the class.

**“And... eeee should get have more chit chat with classmates so that I can get closer” (SCSA/PEE/MS/JA/070)**

From the result of the interview, Jake realized that one of his strategies to cope with his speaking anxiety was having support from peers. Then he decided to have more chit chat with his friend to make his classmates as his friends so that he could reduce his anxiety because he is no longer in a class full of strangers.

**v. Resignation**

According to Kondo & Ying-Ling (2004), this category is characterized by the unwillingness of the students to do anything to alleviate their language anxiety (e.g. to give up, to sleep in class). Students reporting signs of resignation tend to be intent on reducing anxiety by refusing to face the issue. The data of the research did not find that students are unwilling to face their anxiety, thus there are no strategies mentioned for this resignation technique.

**4.2.3 Emergent Findings**

**a. Overwhelmed with a lot of speaking activities**

From the result of the interview, Jake state that the number of speaking activities in the curriculum was a challenge for him because he has an anxiety issue. It can be seen from his statement:

**“Ummm... it actually good, but we have to come in front of the class.....”  
(EF/OW/JA/006)**

**“..... have to speak frequently, yeah that’s the challenge because eee I  
have an anxiety issue” (EF/OW/JA/007)**

The researcher asked Jake how was his academic speaking class, he said that it was good but the activity that required him to speak a lot, it affects his speaking anxiety issue. The more activity that requires him to speak in front of people, the more anxious he gets. Even before he started to speak in front of the class, he already overwhelmed with the next activity that requires him to speak in public. It makes him getting more anxious in every speaking activity.

**b. Teacher-Students relation**

Not only from the students, but coping strategies also can come from the teacher. The relation between teacher and students also play a role to reduce students’ anxiety. It can be seen from one of the participants’ statement:

**“If the teacher knows me well, or can be said close to me, usually it can  
reduce the anxiety” (EF/TR/JA/036)**

From the data of the interview, Jake said that he sometimes feels threatened by the teacher’s look and the teacher’s presence. He expects that the relation between him and his teacher could reduce his anxiety. He said that

when the relation between students and teachers is close, the anxiety is not happening. According to Liu (2006) the finding of her research present that the students hoped that their teachers would take steps to help them become more confident, such as creating a friendly atmosphere in the classroom. It can be shown that students may need teachers to role as a teacher and also as a friend, to help them face their anxiety.

**c. Eye contact avoidance**

The strategies that Jake use to cope with his speaking anxiety were ignoring all the audience if no one close with him, and avoid to stare them in the eyes of both audience and the lecturer. From his previous statement, it can be concluded that the possibility of the relationship between teacher and students affect the reason why Jake decided to not to stare at the teacher.

**“If it’s like that.... I stare no one, or looking at the wall” (EF/EA/JA/018)**

**“I take a deep breath and then not stare at the teacher” (EF/EA/JA/076)**

From the statement above, Jake stated that when he was facing with his anxiety, he tends to avoid eye contact with his classmates to reduce the anxiety. He feels like when he stares at his classmates it can arises his anxiety. Jake decided to look at the wall to keep his focus on his speech. This finding is in line with Zhiping & Paramasivam (2013) they find out that the

respondent of their research tends to keep silent and avoiding eye contact as a way to cope with their speaking anxiety. Students may feel fear of being in public, did not like being watched by the audience or may feel threatened and that is why they tend to avoid having eye contact with others when they are speaking in public.

**d. Eye contact tendency**

Different from Jake, Jess stated that having eye contact with the audience can reduce her anxiety. She never afraid or get nervous if she has to stare them in the eyes. She thinks with this technique she can have the audiences' attention.

“When I speak in front of the class and I am being well prepared, insyaAllah I won't get nervous. **When I am doing presentation, I used to having eye contact**, but when the teacher stare at me and give question directly, I am afraid maybe because I am afraid for answering a wrong answer. I still being afraid to answer the wrong way” (EF/ET/JE/105)

“**No... I am getting more comfortable when I have eye contact with the audiences**” (EF/ET/JE/113)

“**On my opinion, I have a mindset in my mind that is when I did the presentation, just don't be afraid to having eye contact with my friends**” (EF/ET/JE/123)

“Yeah I often speak in front of people, I see my brothers, my parents speaking in public, so I observe then I adapt it. **The tips are from seeing my surrounding, stare them at the eyes**, calm down, and the important thing is bismillah” (EF/ET/JE/126)

From the statements above, Jess seems more comfortable if she speaks in front of people and having eye contact with the audiences. She feels confident when she has her audience's attention, she states that she was never worried or anxious to have eye contact with the audiences.

**e. Strategy adaptation**

From the result of the data, Jess stated that she got her way to cope with her speaking anxiety is by adapting from her surrounding, from her family. She usually sees her family speak in front of people, and she imitates the strategies that her family use.

**“Yeah I often speak in front of people, I see my brothers, my parents speaking in public, so I observe then I adapt it.** The tips are from seeing my surrounding, stare them at the eyes, calm down, and the important thing is bismillah” (EF/SA/JE/126)

**“For me.... Because I like observing people, I learn from them, such as my sibling, my brother”** (EF/SA/JE/130)

Jess exploring the way to cope with her speaking anxiety is by observing and imitating what her family and her surrounding did. Her family indeed have more experiences compared to Jess, that is why their strategy to cope with speaking anxiety is a lot more than Jess's have. Jess decided to learn from her family how to cope with her anxiety.

**f. Jess's Educational and Relatives Background**

From the result of the research, Jess declares that she has been studied in a boarding house when she was in junior high school and senior high school. She stated that she already used to speak in front of the class, using three languages; Arabic, English, and Bahasa. She also stated that her family was also used to speak in front of people, she usually sees them speaking in front of people, and she tries to imitate what she is got from observing her family. It can be seen from her statements:

**“Yeaah because I was graduated from a boarding school” (EF/JB/JE/068)**

The statement above comes up when the researcher asked her if she already gets used to speaking in public or not, then she admits it that she already gets used to speaking in public because she was graduated from a boarding school.

**“Yes, because when I was in boarding school, even when I am still in junior high school, I learn about that. It called Muhadoroh, it’s like public speaking” (EF/JB/JE/083)**

**“Because I have been taught by my parents for talking in front of people, from the background of my parents also... mmm how can I say that.... ” (EF/JB/JE/125)**

From the statements above, Jess said that she has been taught by her parents to speak in front of people because the background of her parents was also used to speak in public. Jess get used to following and seeing her family for being a speaker so that she could observe and imitate the way her family speaks in public. This finding is in line with Kirova, Petkovska, & Koceva,

(2012) That the motivation and identities of the learners are rooted in their historical background and influenced by both social and contextual factors. Motivation is not a static element but formed by past and ongoing activities and changes in the broader social context. The more learners engage in learning activities, the more experience in personal transformation. The rationale why Jess experienced low-level anxiety is perhaps because she already formed and influenced by her past educational experiences. Another research that in line with this finding is by Suleimenova (2013) she stated that it would appear that the strong preference for positive thought techniques is due to personality and cultural influences. During the interview, the researcher sensed some facts about the family background of the students, and there was a sense of pride and responsibility among the students with low anxiety. Jess showed a low level of anxiety while speaking English in front of the class, it could happen probably because of her speaking experience since junior high school and also the influence of her family and surrounding.

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

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

#### **5.1 Conclusion**

Speaking anxiety is an issue in foreign language learning and has a negative effect on both Jess and Jake. Based on the observation results, Jess experienced a low level of anxiety while Jake experienced a high level of anxiety. According to them, several factors contributed to arising their anxiety such as; 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. The previous study and some theories have proven the factors that caused speaking anxiety to both Jess and Jake. The findings from the previous study and some theories about the factors that caused anxiety are in line with one of the findings of this research. Jake and Jess's experiences provide much information about the foreign language speaking anxiety of the students. They gave some insight

about what can lead to their anxiety, and what they or their teacher can do to reduce the anxiety. Furthermore, Jess and Jake found some effective strategies to overcome their anxiety. Based on the data gained from the interview, it was found there are some strategies used by Jess and Jake to cope with their foreign language speaking anxiety. The strategies were grouped based on the theory of Kondo & Ying-Ling (2004) into five main strategies; Preparation included: understand the topic, prepare well, practice more, record their voice, remember the text and make a keyword. Relaxation included: pray, smile, squeeze paper, and take a deep breath. Positive thinking included: brave to speak, raise the voice, start the presentation with enthusiasm, and build up self-confidence. Peer seeking included: support from peers and mingle with students. The last is Resignation, but the data of this research did not find the strategies included in resignation. The researcher concludes that the different level of anxiety between Jess and Jake did not show the significant distinction on what factors and how they cope with speaking anxiety, but the emergence findings shows that Jess's educational and relatives background may influence her confidence and her way to cope with her foreign language speaking anxiety.

## **5.2 Recommendation**

Due to limitations of this study, future research is necessary to be conducted to investigate the educational or even family background of the students to find out is it influences students' anxiety, confidence, and their way to face their fear that is speaking anxiety. Furthermore, teachers are expected to be able to make a friendly relation between them and their students since the participants mentioned several factors related to the teacher.

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# **APPENDIX**

Informed Consent

Assalamualaikum Wr. Wb.

With all the respect,

Name : Hasna Hartyasni Saarahwati

Student Number : 15322066

I am a student from English Education at Universitas Islam Indonesia. I am conducting a research entitled "EFL UNDERGRADUATE STUDENTS' STRATEGIES TO COPE WITH SPEAKING ANXIETY". You are invited to take part in this research by involving in semi-structured interview with the researcher.

You were selected as a possible participant because of your experiences facing with speaking anxiety

Your participation is voluntary. There are no anticipated benefits or risks to your participation. As the prove of your willingness, you may signed the informed consent.

Thank you for your attention,

Wassalamualaikum Wr. Wb.

Researcher,



Hasna Hartyasni S

Name : Jake (pseudonym)  
Address : -  
University : -

I stated that I am willingly become the participant of the research conducted by Hasna Hartyasni Saarahwati entitled "EFL UNDERGRADUATE STUDENTS' STRATEGIES TO COPE WITH SPEAKING ANXIETY". I have acknowledge that there are no benefits or risks of becoming a participant.

Yogyakarta, 13 Jan.....2020

Participant



Name : Jess (pseudonym)

Address : -

University : -

I stated that I am willingly become the participant of the research conducted by Hasna Hartyasni Saarahwati entitled "EFL UNDERGRADUATE STUDENTS' STRATEGIES TO COPE WITH SPEAKING ANXIETY". I have acknowledge that there are no benefits or risks of becoming a participant.

Yogyakarta, 10 Jan 2020

Participant



Transcriptional 1

Participant : Jess

Time : 04.00 – 04.29 PM

Date : Friday, 10<sup>th</sup> of January 2020

Place : Ulil Albab Mosque

S : Student

R : Researcher

Subject	Line	Transcription	Theme	Coding
S	068	iyah, <b>karena aku lulusan pesantren...</b>	Jess's Educational and relatives Background	EF/JB/JE/068
S	083	<b>iyaa, aku kan soalnya kalo di pesantren dari SMP aja waktu di La tansa belajar, ya kan... kayak muhadoroh kita namanya muhadoroh kayak gitu tuh.. kayak... public speaking gitu loh</b>	Jess's Educational and relatives Background	EF/JB/JE/083
S	095	iya itu aku masih sulit kayak gitu. Terus namanya juga <b>Bahasa inggrisku nya kurang</b> gitu, jadi kalo pun ngomong <b>takut salah..</b>	Low English Proficiency  Fear of making mistake	FLSA/LP/JE/095 FLSA/FM/JE/095
S	099	<b>tingkatan ilmunya ajasih beda kalo menurut aku,</b> eeee justru aku malahan	Teachers' higher proficiency level compared	FLSA/THP/JE/099

		<p>kalooo.... Kalo di pondok ya, aku ngajarin gatau dibawa karakter sampe sekarang kuliah ini. Kalo misalnya ke orang yang lebih tua gitu, kalo lagi ngomong gaboleh ngeliatin muka nya, natap matanya tuh ga boleh, kalo sama temen boleh, gitu.. kalo mau ngobrol becanda becanda ataupun apalagi kayak transfer ilmu gitu kan posisi dosen nih, ms dayu, ngomong ke aku kayak gituu lagi ntransfer, terus kita maksudnya attention boleh gitu kan, tapi kalo misalnya di tanya, kita yang mau jawab tuh kayak gaenak gitu loh, harusnya nunduk gitu. Tapi disini aku harus terbiasa jadi kalo misalnya di tanya harus tatap tatapan kayak gitu.. nervous sih kadang deg deg an takut gitu</p>	to students'	
S	102	paling Bahasa sih, <b>aku</b>	Low English	FLSA/LP/JE/102

		<b>takut karena kekurangan Bahasa nya itu, kekurangan Bahasa nya doang</b>	Proficiency	
S	105	kalo ngomong di depan terus <b>selagi akunya prepare banget gitu kan, insyaAllah engga</b> . Kalo akunya kayak presentasi segala macam <b>untuk natap orang orang tuh aku udah bisa gitu loh, tapi kalo missal miss nya langsung natap ke aku, kayak langsung nanya gitu, aku takut karena itu sih</b> kayak ee mungkin karena eee posisi aku <b>takut menjawab yang salah gitu</b> . Aku masih suka takut jawab salah doang	Teachers' Threat  Fear of making mistake  Preparation – Prepare well  Eye Contact Tendency	FLSA/TT/JE/105 FLSA/FM/JE/105 SCSA/PRP/PW/JE/105 EF/ET/JE/105
S	108	<b>kalo presentasi ya aku... prepare sih, prepare semua nya</b> . Aku eee di kamar nih nyampe... sebelum nyampe kelas <b>bahkan malemnya aku berani bergadang supaya</b>	Preparation – Prepare well  Preparation – Practice More	SCSA/PRP/PW/JE/108 SCSA/PRP/PM/JE/108

		<b>latihan ngomong.</b> Aku tau, misalnya mentalku kalo ketemu orang gitu di hadapan orang aku ngga deg deg an banget. Tapi aku takut eee di kelas tiba tiba blank gitu loh..		
S	110	mmmm apalagi yah selain prepare... eee itu <b>kalo bisa ngerecord suara itu termasuk prepare kan ya?</b>	Preparation – Record their own voice	SCSA/PRP/RV/JE/110
S	111	iya, <b>intinya prepare sih aku mah,</b> prepare supaya di depan tuh lancar ngomong nya	Preparation – Prepare well	SCSA/PRP/PW/JE/111
S	113	engga, <b>justruu aku lebih enak kontak mata gitu</b>	Eye Contact Tendency	EF/ET/JE/113
S	116	kalo di ruang kelas ya? <b>Mmmm mimik muka eeee penguji atau dosen nya.</b> Kalo aku temen temen bodo amat aku, mau mereka mau kayak becanda becanda kayak gitu aku masih ketahan.	Teachers' Threat	FLSA/TT/JE/116
S	117	ga ketawa atau ga cekakk cekikik, <b>tapi kalo</b>	Teachers' Threat	FLSA/TT/JE/117 SCSA/POS/SE/JE/117

		<p><b>misalnya dosen mukanya gaenak gitu, aku udah... takut gitu.</b> Aduduh aku... ntar nge blank sendiri giu, makanya aku harus <b>mengawali presentasi aku tuh ya dengan semangat gitu loh, supaya wah mereka tuh langsung attention gitu loh ke aku</b></p>	<p>Positive Thinking – Start the presentation with enthusiasm</p>	
S	118	<p>kayak.. ga biasanya membesarkan suara, <b>tapi aku harus membesarkan suara waktu itu, waktu presentasi</b> supaya mereka tuh kayak ga ngobrol, ga apa gitu</p>	<p>Positive Thinking – Raise the voice</p>	SCSA/POS/RV/JE/118
S	119	<p>aku trik nya sih Alhamdulillah udah tau trik trik kalo presentasi kayak gitu tuh, <b>cuman yaa...kalo sebagian dosen nya yang kalo misalnya muka nya emang kayak gitu tuh jujur emang deg deg an heheh</b></p>	<p>Teachers' Threat</p>	FLSA/TT/JE/119
S	123	<p>eeee menurut ku, aku udah apaya.. ter mindset di</p>	<p>Eye Contact Tendency</p>	EF/ET/JE/123

		pikiranku tuh <b>jangan pernah.. kalo udah presentasi.. jangan pernah takut untuk eye contact gitu</b> , ke temen temen		
S	124	temen temen ku dulu pernah bilang kalo misalnya di depan itu anggep aja mereka botol atau patung gitu gitu.. terus aku bilang aku gabisa ke mindset kayak gitu ya mereka tetep manusia gitu loh, tapi aku gimana caranya apa yah? <b>Aku tips aku tuh harus emang berani belajar.. belajar ngomong di depan gitu</b>	Positive thinking – Brave to speak	SCSA/POS/BS/JE/124
S	125	<b>karena eee ngomong di depan itu aku udah sering di ajarin banget sama orang tua aku gitu..</b> dari background orang tua aku aja sering... gimana ya...	Jess's Educational and relatives Background	EF/JB/JE/125
S	126	iya sering ngomong di depan, <b>jadi apa yang aku lihat gitu loh, aku</b>	Strategy Adaptation	EF/SA/JE/126

		<p><b>praktekin.. gitu..</b> abangku, eee orang tua ku, bapak ku, kalua misalnya kayak sholat berjamaah gitu di masjid waktu aku pulang, ee ngomong gitu dakwah segala macem, aku.. ini gitu loh.. ngeliat, <b>emang tips nya tuh kayak ngeliat ngeliat aja ke mata nya kayak gitu, ya tenang.. kayak gitu, yang penting bismillah</b> gitu</p>	<p>Eye Contact Tendency</p> <p>Relaxation – Remind herself to calm</p> <p>Relaxation – Pray</p>	<p>EF/ET/JE/126</p> <p>SCSA/RLX/RC/JE/126</p> <p>SCSA/RLX/PR/JE/126</p>
S	130	<p>kalo aku ya.. <b>karena aku suka ngeliatin orang orang aja gitu, belajar dari orang orang,</b> kayak kakak ku, abang ku, kayak gitu</p>	<p>Strategy Adaptation</p>	<p>EF/SA/JE/130</p>
S	131	<p>mmm kayaknya kalo... kayaknya hampir ga pernah deh..aku biasanya kalo misalnya.. <b>yang penting aku udah dilatih aja lah pokoknya</b></p>	<p>Preparation – Practice More</p>	<p>SCSA/PRP/PM/JE/131</p>
S	133	<p>aku diem, aku <b>*berdoa*</b> gitu hehehhe</p>	<p>Relaxation – Pray</p>	<p>SCSA/RLX/PR/JE/133</p>
S	134	<p>iya, <b>aku berdoa.</b> Diem</p>	<p>Relaxation –</p>	

		dulu inget inget, <b>yang penting senyum.</b> Jangan ngasih tau ke mereka kalo misalnya aku panic aku panic...	Pray  Relaxation – Smile	SCSA/RLX/PR/JE/134  SCSA/RLX/SM/JE/134
S	135	...aku hilang kata kata di kepala aku nih, gimana nih. <b>Aku senyum,</b> terus tiba tiba langsung aja deh... langsung ada gitu. <b>Yang penting kita apa yang mau kita sampein kita paham gitu loh mba</b>	Relaxation – Smile  Preparation – Understand the topic	SCSA/RLX/SM/JE/135  SCSA/PRP/UT/JE/135
S	136	kayak gitu, jadi kalo semisal kita nya lupa, tapi kita tau pola nya tuh kayak gimana yang bakal kita sampein, jadi ya insyaAllah lah <b>apalagi kalo udah sering di latih latih. Yang penting tau pola apa yang bakal kita sampein kayak gitu,</b> walaupun ga sama banget sama apa yang kita hafalin, kita bisa menyampaikan itu pake Bahasa yang lain nya...	Preparation – Practice More  Preparation – Understand the topic	SCSA/PRP/PM/JE/136  SCSA/PRP/UT/JE/136

Transcriptional 2

Participant : Jake  
 Time : 08.30 – 08.47 AM  
 Date : Friday, 13<sup>th</sup> of January 2020  
 Place : In front of 1.01  
 S : Student  
 R : Researcher

Subject	Line	Transcription	Theme	Coding
S	006	ya...sebenarnya enak, tapi..ya itu kan kita diharuskan eee <b>maju di depan</b> kan..	Overwhelmed with a Lot of Speaking Activities	EF/OW/JA/006
S	007	... <b>banyak ngomong</b> . ya kan tantangan nya itu sih, soalnya eeee akutih punya kayak kecemasan gitu loh	Overwhelmed with a Lot of Speaking Activities	EF/OW/JA/007
S	014	ya paling.... <b>ngapalin yang... ngapalin banget,</b> bener	Preparation – Remember the text	SCSA/PRP/RT/JA/014
S	015	terus... sama <b>ngeliatin yang orang yang paling aku akrab sih</b>	Peer Seeking – Support from peers	SCSA/PEE/SP/JA/015
S	018	yaa paling kalo kayak gitu paling eee... <b>ga ngeliatin siapa siapa. paling ngeliatin tembok</b>	Eye Contact Avoidance	EF/EA/JA/018
S	020	<b>takut salah. apalagi kalo</b>	Fear of making	FLSA/FM/JA/020

		<b>speaking bahasa inggris kan takut grammar nya salah atau apa gitu, takutnya itu.. takut salah ngomong..</b>	mistake	
S	024	jadi, takutnya tuh kalo.. kalo bahasa inggris kan bedaa.. bedaa apa.. beda grammar atau beda <b>apa salah arti, jadi takutnya kayak gitu..</b>	Fear of making mistake	FLSA/FM/JA/024
S	028	ya <b>paling di depan orang</b>	Fear of being focus of attention	FLSA/FF/JA/028
S	030	soalnya, emang kalo apa namanya... <b>kalo di... lingkungan mmm apa, banyak orang tuh kayak diem gitu tuh. jadi kalo di.. di tempatin di depan orang, kayak jadi... cemas gitulah</b>	Fear of being focus of attention	FLSA/FF/JA/030
S	036	kalo dosen nya.. <b>kalo dosen nya kenal banget sama aku, ya bukan kenal, maksudnya akrab sama aku, biasanya kecemasan itu tuh kayak menurun</b>	Teacher-Students' Relation	EF/TR/JA/036

S	038	<b>terus apalagi mr X kan terkenal galak hhahahaha</b>	Teachers' Threat	FLSA/TT/JA/038
S	039	jadi, yaa.. <b>kecemasan nya langsung ningkat gitu..</b>	Teachers' Threat	FLSA/TT/JA/039
S	040	pernah juga kan eee pas presentasi apa ya? mau presentasi apa lupa di academic, terus mungkin <b>persiapan nya tuh kurang</b> , ekhem *clear throats* bukan, yaaa udah full tapi kertas nya itu ketinggalan...	Lack of preparation	FLSA/LP/JA/040
S	057	takut salah, terus abis gitu apalagi <b>itu kan kertas nya ketinggalan jadi aku mau ngomong apa aku mau ngomong apa gitu kayak ga ada persiapan</b> . apalagi yang itu tuh masih awal awal academic ya, terus apalagi tuh yang 18 semuanya itu, tu <b>belum akrab semua</b>	Lack of preparation  No Support System	FLSA/LP/JA/057 FLSA/NS/JA/057
S	060	<b>ga ada support system</b>	No Support System	FLSA/NS/JA/060
S	062	<b>paling ngeremes ngeremes kertas</b>	Relaxation – Squeeze paper	SCSA/RLX/SP/JA/062

S	069	mhhh yaaa paling kayak <b>persiapan nya itu di matengin..</b> ehem *clear throats* terus abis gitu.. <b>nulis note note gitu..</b>	Preparation – Prepare well  Preparation – Make a keynote	SCSA/PRP/PW/JA/069 SCSA/PRP/MK/JA/069
S	070	he'eh..terus... apa namanya, eee... <b>sering sering inisih, ngomong sama temen temen biar makin akrab</b>	Peer seeking – Mingle with students	SCSA/PEE/MS/JA/070
S	075	ya paling sih <b>tarik napas..</b>	Relaxation – Take a deep breath	SCSA/RLX/TB/JA/075
S	076	tarik napas, terus.. ngga, nggaa.. <b>ga ngeliatin dosen nya</b>	Eye Contact Avoidance	EF/EA/JA/076
S	086	bener sih, soalnya kalo misalnya kalo bahasa inggris kan mungkin <b>keterbatasan vocab kali ya?</b> jadi tuh kayak menata kata nya tuh... jadi terbatas gitu	Lack of Vocabulary	FLSA/LV/JA/086
S	088	yang pertama itu kan... *bell ringing* itu yang pertama, terus yang kedua ketiga itu kayak ada pikiran... yaa setelah setelah itu lah academic,	Positive Thinking -	SCSA/POS/SC/JA/088

		semua matkul tuh kayak, kayak ada kecemasan tapi <b>kecemasan nya tuh dilawan sama ‘aku gak boleh malu’</b>		
S	089	iyaa. terus... yaa paling kayak makin, <b>makin belajar ajasih</b>	Preparation – Practice More	SCSA/PRP/PM/JA/089