

**STRATEGIES TO COPE WITH PUBLIC SPEAKING ANXIETY: AN EXPERIENCE
OF AN ISLAMIC UNIVERSITY GRADUATE IN YOGYAKARTA**

A thesis

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



By

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February 2023

APPROVAL SHEET

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Approved in January 2023

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A handwritten signature in black ink, which appears to read 'Puji Rahayu', is written over a large, faint watermark of the UII logo. The signature is positioned centrally below the 'By' text.

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RATIFICATION SHEET

STRATEGIES TO COPE WITH PUBLIC SPEAKING ANXIETY: AN EXPERIENCE OF AN ISLAMIC UNIVERSITY GRADUATE IN YOGYAKARTA

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis was originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, January 2023

The writer



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الجمهورية الإسلامية اندونيسية

MOTTO

"Life is 10 percent what happens to you and 90 percent how you respond to it." - Lou



DEDICATIONS

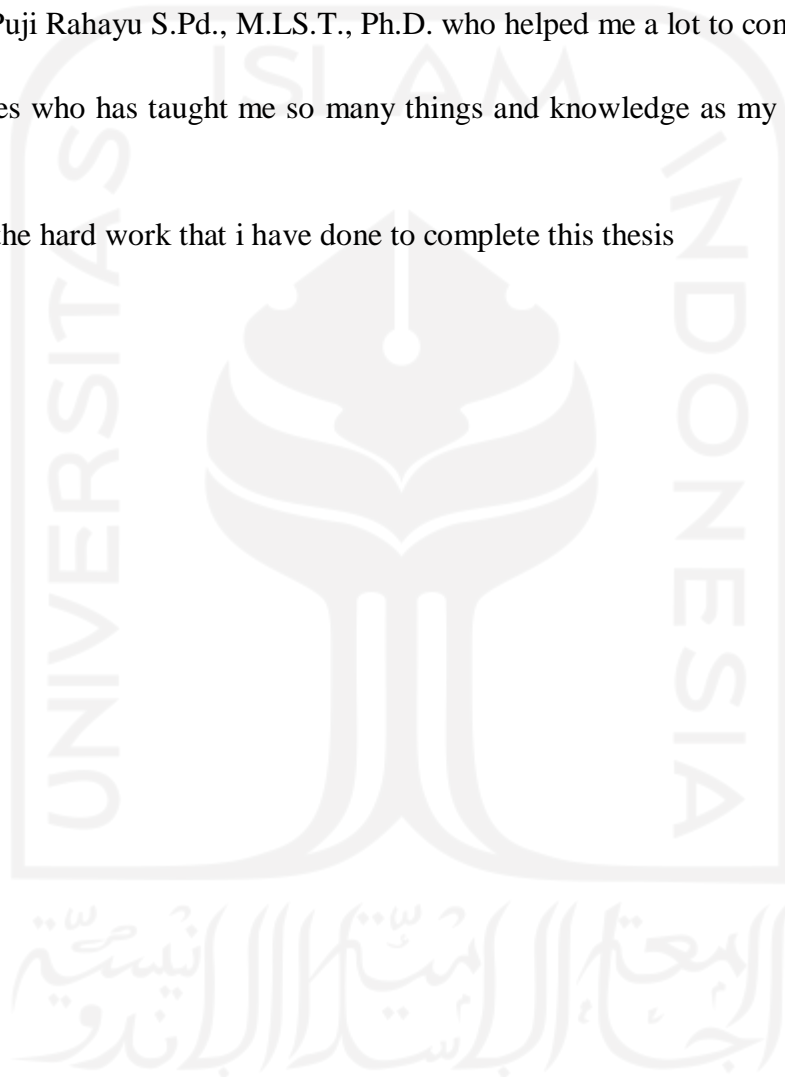
In the name of Allah, the most merciful, the most forgiving, and the most merciful. I dedicate my thesis to myself who always never gives and always makes everything right no matter what.

My beloved parents Mr. Irwan S.E and Mrs. Maimunah SE who always support me to come this far

My supervisor Puji Rahayu S.Pd., M.LS.T., Ph.D. who helped me a lot to complete my thesis

All PBI's lectures who has taught me so many things and knowledge as my provision for the future

My self, for all the hard work that i have done to complete this thesis



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All the praises are to Allah, the Lord of the 'Alamîn. All praise and gratitude I pray to the presence of Allah SWT, the Most Gracious, Most Merciful for all His blessings and gifts so that I can finish this thesis, and blessings and greetings may be bestowed on our Prophet Muhammad SAW who has provided enlightenment in this era. I couldn't be more grateful for the health, patience, and strength that God has given me to complete this thesis as my last responsibility in the Department of English Education.

First, I would like to thank my beloved parents and the people around me who have helped me all this time for the attention and support they have given me incessantly while writing this thesis. In addition, I would like to thank my beloved supervisor, Puji Rahayu S.Pd., M.LS.T., Ph.D., who has supported and guided me in completing this thesis.

Finally, I hope that this thesis would be useful for the English teaching-learning process and for those who have difficulty finding ways to overcome speaking anxiety in the future. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, January 2023

Muhammad Maulidin

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ABSTRACT

This study aims to investigate the strategies to overcome speaking anxiety. In a qualitative method with an in-depth interview to collect the data, a previously found anxious English learner shared their experience in solving her speaking anxiety problem. Data were collected based on previous research, to find out participants who have speaking anxiety, and in-depth interviews were conducted to obtain strategies used by one participant to overcome speaking anxiety, and several documents to support the data. In this study, and graduates islamic law international program at a private university in Indonesia was involved. This study reveals that there are 5 main strategies (Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation) that used by the participants to cope with speaking anxiety.

Keywords: Strategies that were used to cope with public speaking anxiety an experience of an islamic university graduate

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 significance of the study as a closing of this chapter.

Background of the study

In Indonesia, research has been conducted to discuss speaking anxiety, especially the main causes and factors of undergraduate EFL speaking anxiety (Antoro, 2015; Isnaini, 2018; Mulyono & Sari, 2019; Rumiyyati, 2018; Sulfiani, 2020) Those studies found that the most influencing factors to cause speaking anxiety are 1) communication apprehension, 2) fear of negative evaluation, and 3) test anxiety. More specifically, the studies found that students are more likely to feel anxiety because they were fear of making mistakes, lack of vocabulary, lack of self-confidence, lack of knowledge of English, and classmate factors that can trigger fear of negative evaluation, where students tend to experience shortness of breath when they feel anxious which prevents them from practicing speaking English.

At the Islamic University of Indonesia itself there is a study of speaking anxiety in EFL classrooms (Aini, 2021; Istiqomah, 2019; Priadji, 2021; Salsabila, 2021) with the same results. They found that students are more likely to experience speaking anxiety due to 3 factors: Fear of negative evaluation, which appears to be the most anxiety-provoking factor, communication apprehension, and test anxiety. Most of the participants felt uncomfortable speaking English during their learning process because they were afraid of being laughed at because of their peers' corrections.

There are several recent studies that examine the coping mechanisms of speaking anxiety, for example (Andini et al., 2022 Putri, 2022 Anggraini et al., 2022; Deni, 2021, Saarahwati, 2020). These studies are based on (Kondo & Ying-Ling, 2004) strategy for dealing with speech anxiety: preparation, positive thinking, relaxation, peer seeking, and withdrawal. The first researcher found that one finding is consistent with (Kondo & Ying-Ling, 2004) theory of coping mechanisms, positive thoughts, trying to be confident by imagining yourself giving a great performance, thinking about something fun and trying not to cause consequences or effects (Deni, 2021). The second found 2 coping strategies used by English students are: students do routine exercises, guided by the instructor, pause, and take deep breaths, they recover their senses. The techniques used to manage the tension of speaking anxiety are Preparation, Relaxation, Silence, and Improvisation (Andini et al., 2022). The third & four researchers found 3 each, preparation, positive thinking and the last is relaxation are student strategies for dealing with anxiety when speaking (Putri, 2022). Three specific coping strategies used by students are preparation, positive thinking, and relaxation. (Anggraini et al., 2022). The last one found 4 findings that are in accordance with the theory of (Kondo & Ying-Ling, 2004)

1. These strategies are grouped into five main strategies; preparation includes: understanding the topic, preparing well, practicing more, recording the voice, memorizing the text, and making keywords. Relaxation includes praying, smiling, crumpling paper, and taking deep breaths. Positive thinking includes speaking up, raising your voice, starting presentations with enthusiasm, and building self-confidence. Peer searching includes peer support and socializing with students. The last one is Resignation, but this research data does not find a strategy included in resignation (Saarahwati, 2020).

There are studies that do not use (Kondo & Ying-Ling, 2004) to find ways of coping mechanisms of speaking anxiety, these studies are (Wati & Larasaty, 2020; Ikhsaniyah, 2022;

Kalwar et al., 2022; Pabro-Maquidato, 2021) found that coping strategies based on the perspective of participants. The coping strategies used by English students where students did routine exercises, guided by the instructor, paused, and took deep breaths, they recovered their senses (Kalwar et al., 2022). Setting the mind with positive thinking, improving speaking skills, preparing before speaking and being brave are some of the strategies used to overcome speaking anxiety (Ikhsaniyah, 2022) Students learn to re-experience their previous experiences for the successful performances (Wati & Larasaty, 2020). The exercise of initiative using helpful tools, putting thoughts into writing, overcoming shyness, and requests for constructive feedback enables them to cope with their English-speaking anxiety (Pabro-Maquidato, 2021)

The results of previous research indicate compatibility with one or several aspects of the 5 strategies of (Kondo & Ying-Ling, 2004). But previous studies have not found compatibility with the five aspects. Therefore, this study uses these five aspects to examine the strategic coping used by participants in this research

Identification of the Problem

As mentioned in the background, most students experience anxiety in speaking English as a foreign language, but each has different causes of speaking anxiety. Anxiety is a normal condition, is a reaction experienced by students when faced with difficult situations. However, anxiety that is too high and not handled can have an impact on the language learning process and prevent a person from communicating well. When students face anxiety, they try to find strategies to deal with anxiety that aim to reduce the feeling of discomfort due to the experience of anxiety. They will try to find solutions and solutions when they encounter problems. Therefore, this study aims to investigate students' speaking anxiety and to find out what strategies they use to overcome speaking anxiety.

1.3 Limitation of the problem

This research identifies what strategies are used to overcome speaking anxiety. Participants focus on students who took English-speaking classes who have speaking anxiety problems.

1.4 Formulation of the Problem

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

- What strategies do a graduate of Islamic law international program use to overcome their speaking anxiety?

1.5 Objective of the study

Based on the problems that have been described, this study aims to find out what strategies were used to overcome speaking anxiety?

1.6 Significance of the study

The results of this study were expected to give contributions to the students who suffers speaking anxiety, to overcome their speaking anxiety so they don't have obstacles to develop especially in their speaking skills, and for the teacher in order to better understand the needs of their students and be able to guide them in a better direction for the development of their students, also for the study program in order to facilitate the needs of students who have problems in the learning process. With these findings they can apply strategies to overcome their anxiety. This study provides information to overcome speaking anxiety as experienced by Islamic law students that can be investigated by students and lecturers, especially in the field of

speaking anxiety.



CHAPTER II

LITERATURE REVIEW

This chapter explains 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 Anxiety and Speaking Anxiety

Anxiety is an unpleasant emotional condition such as feeling nervous, depressed, worried about something that will happen and is related to the autonomic nervous system in our brain, (Horwitz et al., 1986). Öztürk & Gürbüz, (2014) states that anxiety is a condition of nervous tension and worry about something. Anxiety itself is often felt by students when learning a foreign language. Anxiety is also known as a negative connotation that can affect students when learning a foreign language (Öztürk & Gürbüz, 2014).

Anxiety is one of the factors that hinders the process of learning a foreign language, especially speaking. For example, Öztürk & Gürbüz (2014) found that speaking anxiety may cause lack of self-confidence and giving up speaking in a classroom atmosphere, most of the students worry about making pronunciation and vocabulary mistakes while speaking English in the classroom. This worry results in anxiety and the mood of the classroom has an influential role on this worry, potential reactions, and evaluations of other students in class can be a dominant factor in the anxiety that students experience while speaking. This statement is also assisted by Horwitz et al., (1986) which said that the situation when learning a foreign language is certainly risky because learners are required to communicate spontaneously in L2 which probably leads to fear, panic, “freezing” and awkwardness. 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.

Speaking anxiety is one of the main problems that EFL students must face, for example Öztürk & Gürbüz (2014), State that speaking in the target language is the most anxious experience for students in a foreign language classroom. This statement is 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 et al., (1986) that students who have trouble speaking in a form of groups usually would encounter more difficulties of speaking in a foreign language class, this is because their performance is being watched and checked consistently. Moreover, students who experienced speaking in front of the class got nervous and anxious which made them feel embarrassed. They were concerned if they made a mistake and being judged is not satisfying.

2.2 Factors of Speaking Anxiety

According to Horwitz et al., (1986) there are 3 factors of speaking anxiety: 1) communication apprehension 2) fear of negative evaluation, and 3) test anxiety. Communication apprehension can be defined as the worry about oral communication. Fear of negative evaluation apprehension about other's evaluation, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively. The last factor, namely test anxiety, refers to “type of performance anxiety stemming from fear of failure”.

Communication apprehension as a cause of speaking anxiety, which were caused by several things, such as being afraid of being laughed at, low self-confidence, and having no preparation. In studies of Öztürk & Gürbüz, (2014), most of the students experienced speaking anxiety

because they were afraid of being laughed at because of their peers' corrections. When they were called to speak, their hearts skipped a beat and that was a factor in their low self-confidence to finish well. The participants felt uncomfortable talking to native speakers and it became a stress factor for them because they have low confidence in their speaking ability (Saarahwati, 2020). The participants' low speaking ability led to low speaking confidence which contributed to the cause of anxiety. Participants experience speaking anxiety in class. such as hearts pounded when the teacher called them to speak English in front of the class. The participants experienced a quite high level of anxiety caused by several matters such as fear of negative evaluation from peers and teachers, communication apprehension, low self-confidence, test anxiety, feeling and form of anxiety, and teacher's correction (Salsabila, 2021). Furthermore, students are anxious about communication apprehension. They feel panic and anxiety that occurs when having to speak a foreign language in front of the class without good preparation (Utami, 2020).

Fear of negative evaluation as a cause of speaking anxiety. which were caused by several things, such as not being prepared well, peer pressure, and the lack of English language skills. Research on low- and high-ability students showed that low-ability students were significantly more concerned about negative evaluation and speech communication than their high-skilled peers. It is because they did not prepare well for (Liu, 2018). The students fear negative evaluation about feeling embarrassed to volunteer answers in language class (Utami, 2020).

Test anxiety as a cause of speaking anxiety. which were caused by several things, such as High standards for language performance, low self-confidence, lack of practice, worry about getting left behind, and feeling more tense and nervous. Test anxiety occurs when the participants force themselves beyond their capabilities cause high standards for their target language performance, low self-confidence and lack of practice which may generate speaking

anxiety and influence their performance practice (Priadji, 2021). Based on previous discussion, it can be concluded that vocational high schools experienced test anxiety caused by worry about getting left behind and feeling more tense and nervous (Aini, 2021).

2.3. Coping Mechanism of Speaking Anxiety

Kondo & Ying-Ling (2004) state that coping strategies were subsumed into the four basic methods just described: cognitive, affective, and behavioral methods, as well as resignation. Where the tactics for coping with language anxiety are organized by a five-cluster solution: preparation (e.g. studying hard, trying to obtain good summaries of lecture notes), Relaxation (e.g. taking a deep breath, trying to calm down), Positive Thinking (e.g. imagining oneself giving a great performance, trying to enjoy the tension), Peer Seeking (e.g. looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class), and Resignation (e.g. giving up, sleeping in class). Mindfulness practices can positively influence student learning and well-being. This can especially reduce the negative effects of depression, anxiety, and stress (New Zealand mental health foundation 2012). Integrating mindfulness training into foreign language education and improving the CSE of EFL learners would seem both useful and necessary. For example, guided by promising results from previous theoretical and empirical research, departments of language education could offer additional curriculum programs led by expert mindfulness instructors in which EFL learners can learn practical techniques (e.g., meditation, yoga, qigong, tai chi) to create an atmosphere relaxed. Mental conditions, managing and coping with stress, increasing concentration, reducing anxiety, creative thinking, while lowering blood pressure and improving breathing (Kabat-Zinn 2003).

2.4 Review of Relevant studies

There have been studies conducted regarding coping mechanisms of speaking anxiety. Kalwar et al., (2022) found that the coping strategies used by English students were: students did routine exercises, guided by the instructor, paused, and took deep breaths, they recovered their senses. Techniques used to manage speaking anxiety tension had been Preparation, Relaxation, Silent, and Improvisation, (Andini, 2022). students learn to re-experience their previous experiences for the successful performances (Wati & Larasaty, 2020). Preparation, positive thinking and the last is Relaxation are students' strategies to overcome anxiety when they speak English (Putri, 2022). Deni (2021) found that to create positive thoughts, try to be confident by imagining yourself giving a great performance, then also try to think of something pleasant or enjoyable and try not to think of the consequences or effects as strategies students use to overcome speaking anxiety. Three specific coping strategies used by students are preparation, positive thinking, and relaxation (Anggraini et al., 2022). The exercise of initiative using helpful tools, putting thoughts into writing, overcoming shyness, and requests for constructive feedback enables them to cope with their English-speaking anxiety (Pabro-Maquidato, 2021). Setting the mind with positive thinking, improving speaking skills, preparing before speaking and being brave are some of the strategies used to overcome speaking anxiety (Ikhsaniyah, 2022). The coping mechanisms of speaking anxiety were grouped 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: bravery to speak, raise the voice, start the presentation with enthusiasm, and build up self-confidence. Peer seeking included: support from peers and mingling with students. The last is Resignation, but the data of this research did not find the strategies included in resignation (Saarahwati, 2020).

To begin with, a study by Kalwar et al., (2022) which aims to discover coping strategies for English language speaking anxiety used by English students at a public sector university in Karachi found that the participants in this study used such preparation techniques as to manage speaking anxiety; relaxation as take deep breath as coping strategies that used by the participants. This research study entitled coping strategies for English language speaking anxiety among English students at a public sector university in Karachi. This research uses qualitative research and 47 undergraduate students of English department as participants.

The second research study found that the coping strategies used by participants in this study where students did routine exercises, guided by the instructor, paused, and took deep breaths, they recovered their senses. Techniques used to manage speaking anxiety tension had been Preparation, Relaxation, Silent, and Improvisation. This research entitled explores the factors and strategies used to cope with speaking anxiety of EFL students during online learning, which aims to discover what are the EFL students' strategies to cope with their speaking anxiety This research using a qualitative approach and the English training branch at a private university in Samarinda as participants (Andini, 2022).

Additionally, the research study entitled an investigation of anxiety manifestation and coping mechanisms used by the university students in speaking EFL classroom which aims to discover coping mechanism strategies that were used by the university students in speaking EFL classroom. Reminiscence, relearning, and remediation coping mechanisms were used by all the participants, students learn to re- experience their previous experiences for the successful performances. This study used descriptive qualitative research and the second semester of the English education department at a private university. 6 students, 5 female and 1 male as

participants (Wati & Larasaty, 2020).

Furthermore, preparation such as reading or checking the practice in the last meeting, positive thinking and the last is relaxation such as breathing deeply, were the coping mechanism of speaking anxiety strategy used by the participants. The research study entitled a study of students' anxiety in speaking which aims to discover the students' strategies to cope with the anxiety, found that where this research uses descriptive qualitative and a private high school especially in class X as participants (Putri, 2022).

Meanwhile, Deni, (2021) investigates the EFL students' strategies in relieving anxiety in English speaking performances, found that create positive thoughts, try to be confident by imagining yourself giving a great performance, then also try to think of something pleasant or enjoyable and try not to think of the consequences or effects as strategies students use to overcome speaking anxiety. This research study entitled EFL students' strategies in relieving anxiety in English speaking performances, this research uses quantitative methods and population of this research are students' year of 2016 at English Education at a private university in banda aceh.

Even further, Anggraini et al., (2022) studied the strategies that students use to cope with speaking anxiety and found that three specific coping strategies used by students are preparation, positive thinking, and relaxation. This research study entitled students' coping strategies with speaking anxiety in an online learning setting. Where this research uses qualitative approach and nine second year high school level students in West Java as participants.

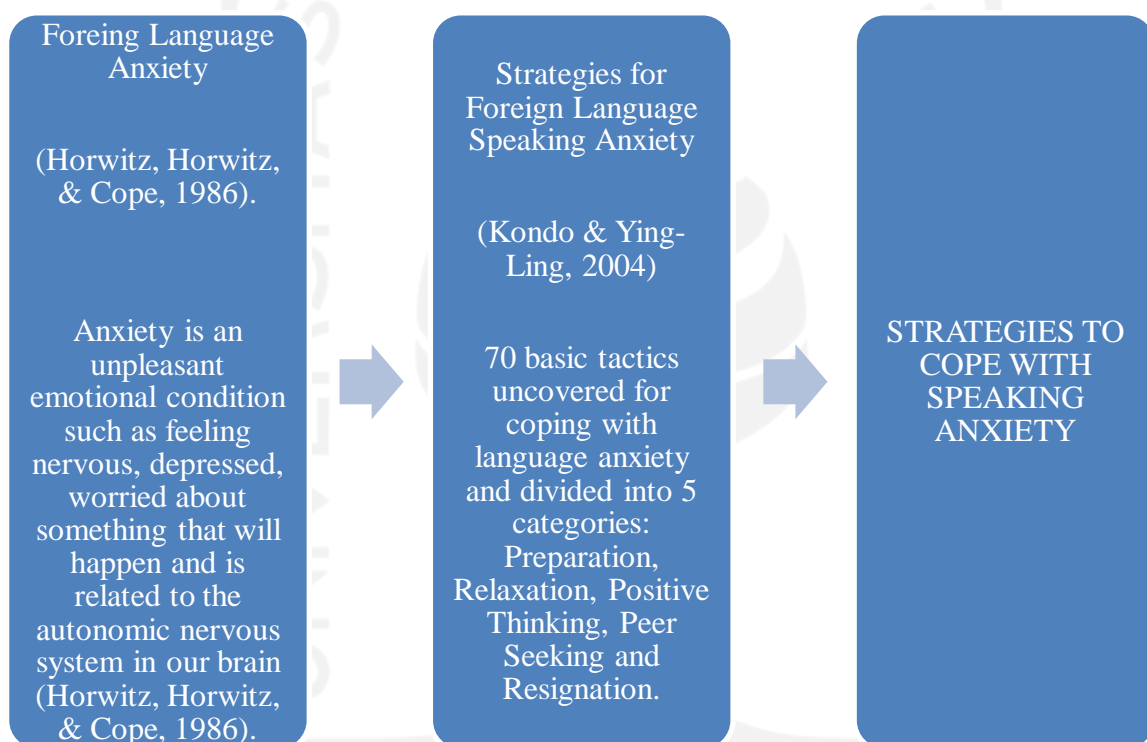
Pabro-Maquidato, (2021) carried out the research which aims to investigate strategies that second learners use to deal with their speaking anxiety when they speak English, found that the exercise of initiative using helpful tools, putting thoughts into writing, overcoming shyness, and requests for constructive feedback enables them to cope with their English-speaking anxiety. This research entitled the experience of English-speaking anxiety and coping strategies: a transcendental phenomenon logical study. Where this research uses qualitative approach and 55 students as participants.

Also, there is research entitled an analysis of students' speaking anxiety: possible causes and coping strategies which aims to find the coping strategy to reduce the high level of students speaking anxiety. Ikhsaniyah, (2022) found that setting the mind with positive thinking, improving speaking skills, preparing before speaking and being brave are some of the strategies used to overcome speaking anxiety. This research uses a qualitative approach, and the participants are from the fourth- semester students of the English Education Department, at a private university in Jakarta. This study took 65 students both male and female to participate as a sample.

Finally, the research study entitled EFL undergraduate students' strategies to cope with speaking anxiety which aims to discover undergraduate students' strategies to cope with speaking anxiety, found that the coping mechanisms of speaking anxiety were grouped 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: bravery to speak, raise the voice, start the presentation with enthusiasm, and build up self-confidence. Peer seeking included: support

from peers and mingling with students. The last is Resignation, but the data of this research did not find the strategies included in resignation, were this research use qualitative method and 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 (Saarahwati, 2020).

2.5 The Flow of Reviewed Literatures



CHAPTER III

RESEARCH METHOD

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

3.1 Research Design & Method

The researcher used a qualitative method. Braun & Clarke (2006) Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. This research use observations and documents to support the data. This study was designed to investigate the strategies were used to overcome speaking anxiety

3.2 Research Setting & Participants

Researchers interviewed a participant, which was held on Friday 20 November 2022 starting around 12.08 for 30 minutes 28 seconds via zoom meetings. In the first interview that focuses on experience, what factors can make you anxious and what strategies are used to overcome the anxiety of speaking a foreign language and the second interview focuses on the participant answers in the previous interview where in this interview the researcher digs deeper into the audience's answers about speaking anxiety and how the audience overcomes the problem of speaking anxiety.

Researchers took one participant who was a graduate student of the Islamic Law International program who took an international class at a private university in Yogyakarta. The reason behind why the researchers took the participant for this research, it's because in previous study, Salsabila (2021) found that when the participant was an undergraduate student in the

Islamic Law International Program, found that the participant had a speaking anxiety which would be the focus of the researcher to find a way to solve it. The participant experienced a quite high level of anxiety caused by several matters such as fear of negative evaluation from peers and teachers, communication apprehension, low self-confidence, test anxiety, feeling and form of anxiety, and teacher's correction. These causes were experienced by the participant in the following forms, such as fear of making mistakes and being laughed at; the difficulty in speaking; lack of vocabulary and pronunciation; feeling of inferiority; nervousness and stuttered; and negative corrections from lecturers. In this study, researchers used one-by-one interviews where researchers conduct face-to-face interviews at different places and times.

3.3 The Technique of Data Collection & Research Instrument

In this study, researchers used one-by-one interviews at different places and times. Creswell (2012) explains that one-on-one interviews are a data collection process in which researchers ask questions and document their answers from only one participant at a time. This method is ideal for interviewing participants who do not hesitate to speak, who are articulate, and who can easily express ideas. This means that this approach is suitable for interviewing the participant at different times and places. To obtain reliable coping mechanism data. Researchers used an interview instrument developed based on Kondo & Ying-Ling (2004) which contains 5 main constructs: Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation, with 7 main questions for each construct.

Phase 1: To familiarize the data, I reread the data sources and verbal transcripts of data. The researcher transcribed the results of the interviews and read all the data sources listed in the transcription of the verbal data repeatedly until I could describe the results of the transcript properly and correctly

Phase 2: To generate initial code, I produce several initial codes so that the constructs which are divided into 5 which are: preparation, positive thinking, relaxation, peer seeking, and resignation can be easily found and systematically identified throughout the data set and organize the data relevant to each code. In this research, I created a coding system for evidence from all data sources taken from interviews.

Table 2 Coding Matrix

Coding codes	Meaning
SCSA/PRP/PM//001	‘SCSA’ is for Strategies to Cope with Speaking Anxiety construct. ‘PRP’ is for the Preparation theme. ‘PM’ is for Practice More sub-theme. ‘001’ means it is from interview transcript line 1
EF/EA//001	‘EF’ is for Emergent Findings. ‘EA’ is for the findings from the data, Eye-contact avoidance. ‘001’ means it is from interview transcript line 1.

Phase 3: Looking for the initial code theme. Based on Braun & Clarke, (2006) the use of thematic analysis as a method is to identify, analyze, and report the patterns (themes) with the data. As my data coding, all coding appeared in the data finding, there is also emergent finding in the data. I 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

be shown entirely from all coding. Thus, Braun & Clarke (2006) highlighted that I need to attach the theoretical commitments from the theory. The coding was carried out based on Kondo & Ying-Ling (2004) anxiety coping mechanisms.

I read all the transcriptions and look for themes one by one based on the participant's answers by compiling the codes into potential themes and collecting all relevant data for each potential theme. The complete themes found in the data are shown in Thematizing matrix table. This research has found preparation: Understand the topic, prepare well, practice more, using tools, and building self-confidence. Relaxation: breathing technique, thumbs up and pray. positive thinking: encourage herself, get rid of negative thoughts, and be proud. Peer seeking exchanges ideas with friends and asks friends for encouragement. Resignation: accept the result, acknowledge the greatness of friends, instill difference, take time to forget, and be more open. As a coping mechanism strategy used by the participants.

Table 3 Thematizing Matrix

Construct	Theme	Sub-theme	Code
Strategies to cope with speaking anxiety	Preparation	Understand the topic	SCSA/PRP/UT/029
		Prepare well	SCSA/PRP/PW/014
			SCSA/PRP/PW/015
			SCSA/PRP/PW/032
		Practice more	SCSA/PRP/PM/020
		Using tools	SCSA/PRP/UT/033
			SCSA/PRP/UT/031

	Building self confidence	SCSA/PRP/BC/022
Relaxation	Breathing technique	SCSA/RLX/BT/036
	Thumbs up	SCSA/RLX/TU/042
	Pray	SCSA/RLX/PR/043
Positive thinking	Encourage herself	SCSA/POS/EH/024
	Get rid of negative thoughts	SCSA/POS/GT/043
	Proud	SCSA/POS/PR/058
	Believing	SCSA/POS/BL/034
Peer seeking	Exchange ideas with peers	SCSA/PEE/EP/056
	Ask friends for encouragement	SCSA/PEE/AE/044
	Helped friends	SCSA/PEE/HP/050
Resignation	Accept the result	SCSA/RES/AR/058 SCSA/RES/AR/035 SCSA/RES/AR/020
	Surrender to God	SCSA/RES/SG/049
	Acknowledging the greatness of friends	SCSA/RES/AF/054

Instill indifference SCSA/RES/II/061

Take the time to
forget SCSA/RES/TF/063

More open SCSA/RES/MO/014

Emergent findings Avoiding Avoid the lecture EF/AL/013

Avoid eye contact EF/AC/016

Initiative Initiative to find EF/IF/35

Initiative to fix EF/IF/57

Phase 4: Reviewing themes to choose the most appropriate by comparing themes. Because in each theme there is data that has more than one theme, the researcher conducts a review to select the appropriate theme to produce a thematic 'map' of the analysis.

Phase 5: I carry out continuous analysis to refine the specifics of each theme, and the whole story told by the analysis to produce clear definitions and names for each theme.

Phase 6: I select a clear and convincing extract such as there are 2 data about preparation where the data that best fits the theory Kondo & Ying-Ling (2004) will be displayed as the final

analysis of the selected extract, linking back the analysis with research questions and literature to produce scientific analysis reports.

3.5 Trustworthiness

To ensure the quality of qualitative research, researchers used 5 criteria of trust, namely credibility, transferability, dependability, confirmability, and reflexivity (Korstjens & Moser, 2018). Of these five characteristics, this study uses a member check strategy to ensure the credibility of the data. It's because the member check method is suitable for this study which uses the participant as a source to obtain data which later the researcher will feed back data, analytical categories, interpretations and determine conclusions from the data were originally obtained. The researcher asked for the participant opinion regarding the results of the coding that the researcher had made based on the results of the interview with the participant concerned to strengthen the data

Table 4 Research Timeline

Date	Data Collection
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

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings And Discussion

In this section, data findings obtained from interview data collection sources. categorized into specific themes and codes to support the findings and discussion of this study. To answer the formulation of the problem “What strategies were used to overcome speaking anxiety?”.

4.2.1 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 be dealt 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.

1. Preparation

In this category, the participant mentioned several strategies that the researcher decided to categorize under this theme. Based on Kondo & Ying-Ling (2004), preparation refers to efforts to control future threats by increasing learning and learning strategies (Study hard, try to improve what is missing). Use of this technique will minimize the anxiety associated with language classes. Based on the results of the interviews, The participant was able to reduce their anxiety when appearing in front of the class by understanding the topic, practicing more, using

tools, and building self-confidence. The participant worries about not being able to speak well because they don't plan the material and lose ideas and that will give another bad situation. Indeed, the participants admitted that if they had prepared more, they would not have worried.

Preparation strategy used by the participants in this finding as follows:

A. Understand the topic

The participant said that searching for material and reading the material repeatedly made her understand the topic better. this is also like Saarahwati (2020) that found "understanding the topic" as as the strategy used by the participant. Of course, understanding the topic better will make the participant more fluent in presenting material when doing public speaking. This can be seen from the excerpted interview as follows:

Looking for material to be presented and after getting the material, reading the material, reading it repeatedly (SCSA/PRP/UT/029)

B. Prepare well

The participant said that a lot of practice speaking English, preparation from 2 weeks before the day, balancing the preparation for public speaking and the material to be delivered would make the preparation more mature. this is also like Saarahwati (2020) that found "preparing" well as the strategy used by the participant. Of course, by preparing well before doing public speaking can make participant feel more comfortable and confident when doing public speaking. This can be seen from the excerpted interview as follows:

To overcome this, I speak more English and have more confidence (SCSA/PRP/PW/014)

Prepare the preparation 2 weeks before the D-day, I can re-read or outline the material that I will read and practice (SCSA/PRP/PW/015)

Both, because if for example it's not balanced, the fall won't be balanced anyway, so it has to be balanced like that SCSA/PRP/PW/032)

C. Practice more

The participant said that talking about the topic herself would make her more knowledgeable about the topic to be presented. this is also like Saarahwati (2020) that found "more" practicing as the strategy used by the participant. Of course, with a lot of practice later it can make the participant more fluent in doing public speaking. This can be seen from the excerpted interview as follows:

Read a lot of material, anyway I have something to say about that material (SCSA/PRP/PM/020)

D. Using tools

The participant said that he needed a tool in preparation for public speaking. Participant also used various tools to help her reduce their speech anxiety. this is also like Pabro-Maquidato (2021) that found "Initiative training using assistive devices" as the strategy used by the participant. By practicing using electronic aids such as YouTube and Google Translate, it can make participant practice faster and prepare for public speaking. This can be seen from the excerpted interview as follows:

As for English speaking, we are assisted via YouTube and google translate (SCSA/PRP/UT/033)

How to say the same vocabulary that you don't know, I usually look it up google translate and how to pronounce it on YouTube (SCSA/PRP/UT/031)

E. Building self confidence

The participants said that building self-confidence would make their preparation better. this is also like the Deni et al., (2021) found "try to be confident by imagining yourself giving a great performance" as the strategy used by the participant. But the participant said that he could build his confidence by thinking that she had prepared well before doing public speaking, could make himself more confident when he was going to do public speaking and reduce the anxiety she suffered. This can be seen from the excerpted interview as follows:

Building self-confidence (SCSA/PRP/BC/022)

2. Relaxation

The results of the study stated that the participant carried out several strategies to overcome speaking anxiety, including by doing the relaxation part. The results of these data are in line with the theory of Kondo & Ying-Ling (2004) that relaxation includes strategies aimed at reducing symptoms of anxiety, for example 'take a deep breath' and 'try to calm down'. The participant applies strategies such as Breathing techniques, thumbs up, and prayer. Relaxation strategy used by the participants in this finding as follows:

A. Breathing technique

The participant performs breathing techniques before speaking in public. this is also like Deni et al., (2021) that found "breathing deeply, as the strategy used by the participant. By doing

breathing techniques, the participant can relax herself to feel calmer when doing public speaking. This can be seen from the excerpted interview as follows:

Inhale hold 5-6 seconds then exhale (SCSA/RLX/BT/036)

B. Thumbs up

The participant performs alternative techniques that she gets when reading an article about how to "relax themselves" namely thumbs up, where participants will step on one foot with the other foot, especially the big toe to make her feel calmer when going to do public speaking. This can be seen from the excerpted interview as follows:

Step on the thumb with the other toe so the other foot is on top of the other foot (SCSA/RLX/BT/042)

C. Prayer

The participant prays for peace. this is also like Sarahwati (2020) which found "praying" as the strategy used by the participant. By praying according to individual beliefs before doing public speaking, the participant can feel herself calmer and reduce the anxiety they feel. This can be seen from the excerpted interview as follows:

Lots of igstifar anyway (SCSA/RLX/BT/043)

3. Positive thinking

By paying attention to the theory of Kondo & Ying-Ling (2004) positive thinking is identified with its preventive function to overcome problems that underlie student anxiety (think positively and try to think the best). Giving positive feelings can improve the ability

of the target language, because negative feelings can hinder the improvement of the target language. In line with these data, the participant mentioned several strategies related to positive thinking to overcome speaking anxiety such as encouraging oneself, getting rid of negative thoughts, pride, and believing. The Participant are willing to force herself to fight her speech anxiety, Positive thinking strategy used by the participant in this finding as follows:

A. Encourage herself

The participants encouraged himself by saying in his hearts. By speaking in her hearts to encourage herself, the participant can also hide that she feels anxious when she going to do public speaking. The participant encouraged herself by saying to herself that she could do public speaking to the fullest. This can be seen from the excerpted interview as follows:

Yes, in my heart, it's like saying "I can, I can (SCSA/POS/EH/024)

B. Get rid of negative thoughts

By getting rid of negative thoughts, the participant can become more comfortable when doing public speaking, this is similar to Deni (2022) that found "Create positive thoughts", whereby getting rid of negative thoughts makes the mind positive so that the participant can focus more on doing public speaking and there is no need to think about unnecessary things which can later cause anxiety and interfere with performance when doing public. This can be seen from the excerpted interview as follows:

As much as possible, you really must be able to create positive thoughts like that, so negative thoughts must be removed before progressing so much (SCSA/POS/GT/043)

C. Being proud

When the participant feel she have done public speaking well, the participant feels proud of herself. Of course, this greatly affects the participants' self-confidence in the future when she going to do public speaking again. Where the participant can remember that in her previous public speaking appearances that she can do it with maximum results, and she can do it again.

This can be seen from the excerpted interview as follows:

If I feel that everything has been done well, I feel proud (SCSA/POS/PR/058)

D. Believing

The participant said that her preparation for public speaking was sufficient. this is also like Deni et al., (2021) that found "be confident by imagining yourself giving a great performance". But the participant in this research had a different way to increase her confidence, namely by feeling that the preparation she had done before doing public speaking was enough to make her confident, where the participant stated that he believed in the preparation she had done before doing public speaking, so the participant emphasized very thorough preparation to her them confident. This can be seen from the excerpted interview as follows:

So, until the D-day, God willing, I don't feel like it's not enough (SCSA/POS/BL/034)

4. Peer seeking

Peer searching is where students consciously ask/talk with their peers to exchange ideas & ask for help to overcome their anxiety about speaking, participants say that the presence of friends can help them overcome this, participant have peer searching techniques such as exchange ideas with friends, ask friends for encouragement, and helpful friends. This finding

supports the theory of Kondo & Ying-Ling (2004), peer seeking is identified with its preventive function to overcome problems that underlie student anxiety (looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class). Peer seeking strategy used by the participant in this finding as follows:

A. Exchange ideas with friends

The participant said she exchanged ideas with friends and received positive feedback. This is also like Saarahwati (2020) that found "hang out with students". Of course, this really helps the participant in reducing the anxiety she suffers when she has friends, she can invite to exchange ideas and provide positive input for himself. This can be seen from the excerpted interview as follows:

Exchanging ideas with friends and getting positive input and support as well (SCSA/PEE/EP/056)

B. Ask friends for encouragement

The participant said she asked a friend to give positive words to support her. Where this is of course very helpful when there is support from people around to reduce the feeling of anxiety that she feels and of course makes her more confident so that she can do public speaking to the fullest. This can be seen from the excerpted interview as follows:

Like asking friends like some friends to give positive words like that, to encourage things like "you can, you can (SCSA/PEE/AE/044)

C. Helpful friends

The participant said that she also often helped by friends without being asked. This is also like Saarahwati (2020) that found "hanging out with students". This is of course very helpful for the participant in reducing the anxiety they suffer, with the support from friends who come without being asked by the participant to feel that she cared for by the people around her, this is of course a pleasure and pride for the participant to be more confident in doing public speaking. This can be seen from the excerpted interview as follows:

A friend who likes to help like that, for example “oh sir, this is an addition (SCSA/PEE/HP/050).

5. Resignation

In accordance with the theory of Kondo & Ying-Ling (2004) theory, resignation is one way to overcome coping mechanisms, where the participant has several ways as follows: accept the result, surrender to God, acknowledge the greatness of friends, instill indifference, take the time to forget, and more open. In the previous study, the researcher did not find studies that found resignation as coping strategies to cope with coping mechanisms. Resignation strategy used by the participant in this finding as follows:

A. Accept the result

The participant said that the most important thing is to do your best and accept whatever the result is. This is also like Deni et al., (2021) that found "Try to accept the past too” Don't think about the consequences or effects”. The participant said that by doing her best in public speaking and not thinking about the results afterwards, good, or bad that will happen, she doesn't need to think about it because she has done the best, he can give in his public speaking performance. This can be seen from the excerpted interview as follows:

**As much as possible trying to answer even though the answer is wrong
(SCSA/RES/AR/035)**

**Just accept it as if it's over and it's over, what's important is you've done your best, you've
done the preparation (SCSA/RES/AR/058)**

To overcome it I thought oh that it's already passed I just accept it (SCSA/RES/AR/020)

B. Surrender to God

The participant said she would surrender to God if the anxiety about speaking did not go away, when she felt that he had given everything both from the preparation and by making herself as comfortable as possible when doing public speaking the feeling of anxiety she felt did not disappear, one of the ways she could do this next is to surrender to God to help her overcome the problem of anxiety that she feels. This can be seen from the excerpted interview as follows:

Surrender and more toward surrender to Allah (SCSA/RES/SG/049)

C. Acknowledging the greatness of friends

The participant admitted that she was no better than their friends. Accepting the fact that some of her friends have better public speaking skills than herself can make her feel calmer, this is because when the participant has accepted this fact, she doesn't have to think negatively by going beyond the abilities of her friends around her, so that it can make her more concentrating on the public speaking material that she will present. This can be seen from the excerpted interview as follows:

Nope, in fact they are better than me (SCSA/RES/AF/054)

D. Instill indifference

Nature of the participant Instills indifference to keep her from protracted thoughts. The participant said that instilling an indifference to unnecessary things helped her reduce the anxiety she suffered from. This is because by keeping her thoughts from negative things the participant can focus more and make her thoughts positive when doing public speaking. This can be seen from the excerpted interview as follows:

So instilling stupidity really (SCSA/RES/II/061)

E. Take the time to forget

The participant takes advantage of the time to gradually forget failures in public speaking. This is what the participant needs to reduce the anxiety she suffers, by taking advantage of time and not rushing to forget an event that makes the participant anxious, she can truly accept the incident. And of course, the things that make her anxious about an incident will not come up later and cause anxiety for her. This can be seen from the excerpted interview as follows:

1-2 new days can really accept it (SCSA/RES/TF/063)

F. More open

The participant said that being more open to herself helped her overcome speech anxiety. Trying not to hide too much that she feels anxious when she is going to do public speaking, trying to accept the situation gracefully, and asking for help when she needs it can help the participant overcome the anxiety problems that she experiences. This can be seen from the excerpted interview as follows:

More open that way (SCSA/RES/MO/014)

4.2.2 Emergent Findings

In this finding, no match was found for coping mechanism strategies that are in line with Kondo & Ying's Ling (2004) theory, the findings are as follows:

A. Avoid the lecture

The participant said she was more likely to avoid lecturers who gave negative feedback and because of education and skills gaps. This is done so that she doesn't think negatively because of the negative feedback she gets when doing public speaking, besides that she also stays awake from negative thoughts about her background where she doesn't have speaking skills that are good enough when compared with lecturer background who is a native speaker. This can be seen from the excerpted interview as follows:

If you avoid the audience, it's more like lecturers who give negative criticism (EF/AL/016)

B. Avoid eye contact

When feeling anxious the participant said that sometimes she focused on one point to stay focused. This is done so as not to bring up negative thoughts when looking at the eyes of the audience, where the participant says that when she feels seen by many people, she feels uncomfortable which can cause anxiety for her. This can be seen from the excerpted interview as follows:

Turn your gaze and look at one point and don't really look at the audience (EF/AC/013)

C. Initiative to find out things she didn't know

The participant said that she had the initiative to find out things she didn't know, this was useful for adding insight into the participant English speaking skills. This can help the participant to

improve her speaking skills because indirectly the participant hones their speaking skills. This can be seen from the excerpted interview as follows:

There must be some initiative for me to find out (EF/IF/35)

D. Initiative to fix what went wrong when she finished doing public speaking

The participant said that she had the initiative to fix what went wrong when she finished doing public speaking. This was useful for adding insight into the participant English speaking skills. This can help the participant to increase her speaking skills, because indirectly the participant gain knowledge to hone their speaking skills. This can be seen from the excerpted interview as follows:

Fix what went wrong again (EF/AC/057)

Both, need to be balance. So, accept it too and find out where the problem is which is lacking (EF/AC/060)

CHAPTER V

This chapter covers the conclusion of the research that contains a summary based on findings and discussions. Besides, this section includes a suggestion for future research relates to strategies to cope with public speaking anxiety.

5.1 Conclusion

Based on the data gained from the interview, The researcher concludes that there are strategies used by the participants to cope with foreign language speaking anxiety. The strategies were grouped based on Kondo & Ying-Ling (2004) strategies to cope with speaking anxiety. This research found seven strategies. First, preparation strategy was carried out by understanding the topic, preparing well, practicing more, using tools, and building self-confidence. Relaxation strategy was carried out by breathing technique, thumbs up and prayer. a positive thinking strategy was carried out by encouraging herself, getting rid of negative thoughts, and being proud. Peer seeking strategy was carried out by exchanging ideas with friends and asking friends for encouragement. Resignation strategy was carried out by accepting the result, acknowledge the greatness of friends, instill difference, take time to forget, and be more open. As a coping mechanism strategy used by the participant. This research also found Avoiding and taking the initiative as an emergent finding of this study, that can help to overcome anxiety problems.

5.2 Recommendation

Due to the limitations of this study, further research needs to be conducted to investigate the role of the environment and teachers in students who have speaking anxiety problems to find out to what extent it affects students' anxiety, self-confidence, and the way they deal with their fear, namely speaking anxiety. In addition, teachers are expected to establish close

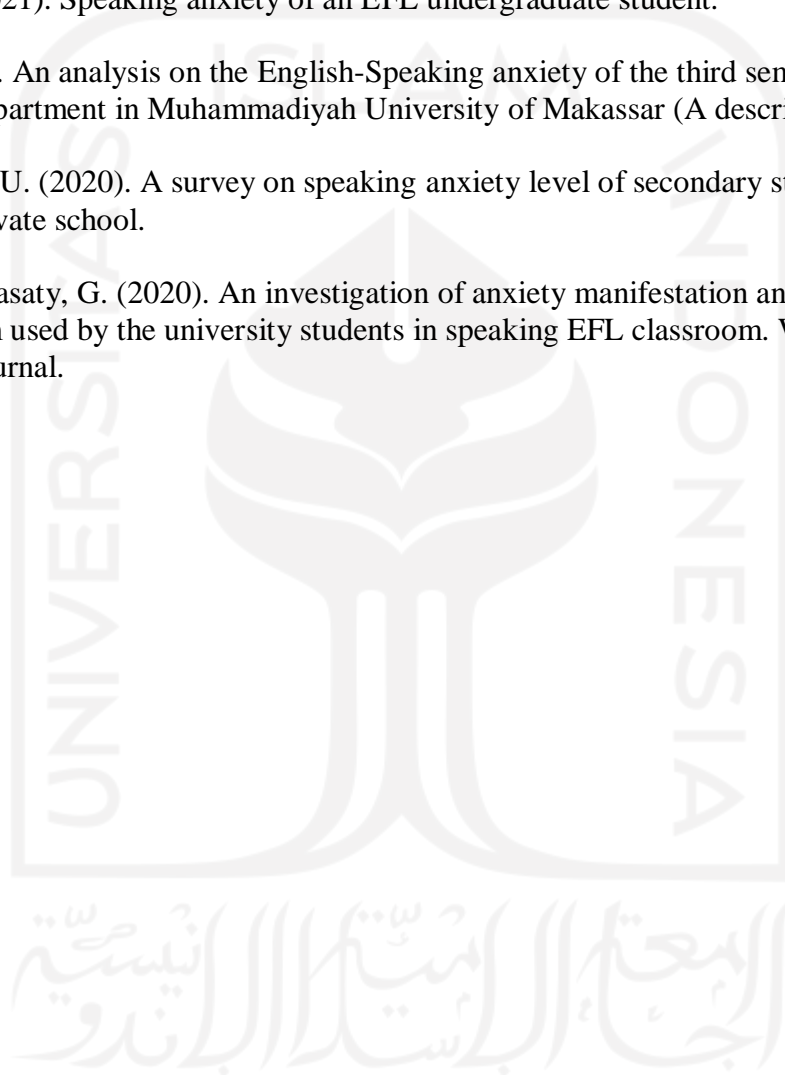
relationships between them and their students because participant mentioned several factors related to teachers.



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APPENDIX



THE INTERVIEW TRANSCRIPTIONAL LINE

APPENDIX 1

Line	Transcription	Transcriptiom	Theme
014	apakah setelah beberapa waktu anda punya cara untuk mengatasi speaking anxiety?	Sebenarnya untuk mengatasinya lebih banyak speaking English dan lebih percaya diri...	Preparation
015	Pada saat akan berbicara di depan kelas apa saja yang kamu lakukan untuk dapat berbicara di depan kelas?	...mempersiapkan prepare nya 2 minggu sebelum hari H bisa dengan aku baca ulang atau menggariskan materi yang akan aku bacakan dan Latihan...	Preparation
020	apa yang anda lakukan untuk mengatasi fear of negative evaluation yang di rasakan?	...banyakin baca materi, pokoknya ada aja yang saya omongin tentang materi itu ...	Preparation
022	saat merasakan low self-confidence apa yang anda lakukan?	... membangun kepercayaan diri...	Preparation
029	Dalam 2 minggu persiapan, apa saja yang di lakukan?	... mencari materi yang akan di bawakan lalu setelah mendapat materi, membaca materi tersebut, membaca berulang kali...	Preparation
031	Kalau dengan persiapan Bahasa inggrisnya gimana?	... cara ngomong sama vocabulary yang belum di ketahui gitu, saya biasanya cari di google translate dan cara pengucapanya di youtube	Preparation
032	Apakah focus mempersiapkan materinya juga atau lebih ke speaking skills nya?	Dua-duanya, karena kalau misalkan ga balance jadinya jatohnya ga seimbang toh, jadi harus balance seperti itu...	Preparation

033	Apakah persiapanya di bantu dengan suatu alat?	... untuk English speaking nya sendiri di bantu lewat youtube dan google translate	Preparation
043	Selain berkata dalam hati “saya bisa saya bisa” mungkin ada yang lain?	Banyak” igstifar sih	Relaxation
036	Teknik pernafasan yang seperti apa?	... Tarik nafas tahan 5-6 detik lalu hembuskan...	Relaxation
042	Apakah ada alternative lain?	...” injak jempol dengan jempol yang satunya lagi jadi kaki satunya di atas kaki satunya lagi” ...	Relaxation
024	apakah melakukan positive thingking?	...iya dalam hati tuh kayak bilang “saya bisa saya bisa”	Positive thingking
034	Bagaimana jika preparationnya di rasa kurang pada saat mendekati hari H?	... jadi sampai hari H inysallah ga merasa ga cukup gitu	Positive thingking
043	Kenapa anda melakukan positive thingking?	...sebisa mungkin memang harus benar-benar bisa membuat pikiran positif gitu jadi pikiran negative itu harus di keluarkan sebelum maju begitu Banyak” istigfar sih	Positive thingking
058	Saat merasa puas dengan public speaking nya apa yang di rasakan?	... kalau saya merasa semuanya sudah dilakukan dengan baik sih saya measa bangga	Positive thingking
044	Positive thingking seperti apa saja yang di lakukan?	... suka minta ke temen kayak beberapa temen tolong memberikan kata-kata positif gitu, untuk menyemangati seperti “kamu bisa kok kamu bisa kok”	Peer seeking
056	Apakah Anda pernah bertukar pikiran mengenai speaking	... bertukar pikiran dengan teman pernah dan mendapat	Peer seeking

	anxiety kepada sesama yang juga mengalami nya?	masukan positif serta dukungan juga...	
050	Saling membantu dengan teman itu yang seperti apa?	... temen yang suka membantu gitu kayak misalkan "oh sir tambahanya seperti ini" ...	Peer seeking
020	apakah setelah beberapa waktu mba nya punya cara untuk mengatasinya?	...untuk mengatasinya saya mikir "oh bahwa itu udah berlalu" saya menerima saja	Resignation
014	Apakah setelah beberapa waktu anda nya punya cara untuk mengatasinya?	...Lebih terbuka gitu	Resignation
049	Bagaimana jika positif thingking tidak membantu,apa ada cara alternatif?	...pasrah dan berserah diri pada allah	Resignation
054	apakah saling membantunya ini hanya sesama teman yang memiliki speaking anxiety juga?	Nga, malah mereka lebih jago di banding saya	Resignation
058	Perasaan "menerima saja"itu setelah merasa melakukan performa yang buruk atau baik?	... menerima saja kayak "yaudah udah berlalu yang penting sudah melakukan yang terbaik, sudah melakukan preparation"	Resignation
061	Apakah setelah "menerima saja itu" masih kepikiran and worry? Jika iya apa yang di lakukan untuk mengurangi kecemasan?	... jadi menanamkan sifat "bodo amat"	Resignation
063	Berapa lama waktu yang anda butuhkan untuk benar" menerima bahwa "itu sudah berlalu"?	...1-2 harian baru bisa benar" menerima gitu...	Resignation
035	Kalau semisalnya ada yang kurang apa yang	...sebisa mungkin berusaha untuk	Resignation

	anda lakukan,misalnya ada hal tidak terduga gitu missal seperti melakukan improvement	menjawab walaupun jawabanya salah...	
016	Bagaimana cara anda mengatasi nervous saat melakukan public speaking?	mengalihkan pandangan dan meilhat ke satu titik saja dan tidak terlalu melihat audience	Avoiding
013	Saat merasakan ingin menghindari audience, bagaimana cara anda mengatasi kecemasan tersebut?	... kalau menghindari audience sih nga lebih ke dosen sih ...	Avoiding
035	Dengan konteks tadi ada yang di luar materi dan anda mungkin kurang mengetahui dan sudah menjawab dengan apa yang anda punya apakah setelah itu ada inisiatif untuk mencari tau?	... pastinya ada inisiatif untuk saya mencari tahu...	Intiative
057	Kenapa bisa muncul pikiran "menerima saja"?	...memperbaiki lagi apa yang salah...	Intiative
060	Apakah setelah menerimanya anda tidak melakukan improvement untuk kedepanya,seperti ada rasa ingin memperbaiki jika terjadi kekurangan? Atau hanya menerima saja?	Dua" nya sih balance, ya menerima juga dan mencari tahu masalahnya dimana yang kurang	Intiative

THE INTERVIEW TRANSCRIPTIONAL LINE

APPENDIX 2

LINE	QUETSION	AUDIENCE ANSWER	Coding
001	Sebutkan nama lengkap anda?	Nama saya nur alinda masyarah	
002	Bagaimana kabar anda?	Alhamdulillah kabar saya baik	
003	Apa kesibukan/pekerjaan anda sekarang?	Kesibukan saya bekerja	
004	Ceritakan sedikit tentang diri anda?	Saya adalah alumni dari ilmu hukum agama islam dari prodi hukum keluarga islam international program	
005	Bisa di ceritakan kenapa memiliki speaking anxiety/kecemasan bicara dan apakah speaking anxiety nya itu lebih ke Bahasa inggris/tentang berbicara mungkin bisa di ceritakan terlebih dahulu?	Jadi sebenarnya anxietynya lebih ke menegola kata Bahasa inggris nya,karena dari pondok international program yang kebanyakan memakai Bahasa arab,setelah masuk universitas international program,mungkin lebih banyak Bahasa inggrisnya dan dosen juga memakai Bahasa inggris,sebenarnya anxiety/tidak percaya dirinya itu karen vocabulary yang saya punya,karena saya lebih sering memakai Bahasa arab jadi pas masuk ke uii juga agak kaget karena ternyata Bahasa inggris itu juga banyak dan penting banget gitu,terus karena mungkin kurangnya percaya diri dan kurangnya vocabulary itu yang bikin jadinya 'ah kayaknya ga bisa deh Bahasa inggris,ah kayaknya ga usah aja deh terjun ke Bahasa inggris" jadinya acuh tak acuh sama Bahasa inggris	
006	Apakah saat berkuliah dulu ada matkul Bahasa inggris?	Ada dan dosen mengajar memakai Bahasa inggris	

007	Kalau saat di pondok gimana? Pembelajaran bahasa inggrisnya kental atau kah Bahasa inggris tok?	Cuman belajar Bahasa inggris yang dasar, benar-benar dasar	
008	Berarti beda Bahasa inggris nya yang di pondok dan di universitas ya?	Iya betul	
009	Berarti bisa di bilang awalnya dari pondok ya? karena terlalu basic dan terlalu jomplang di universitas dan pondok dan jurusan agama islam jadi tidak terlalu fokus pada bahasa inggris?	Iya betul seperti itu	
010	Bisa di ceritakan pengalaman speaking anxiety nya, kenapa jadi merasa acuh tak acuh dan vocabnya, kenapa cemas dengan vocab yang di punya?	Oke baik, misalnya kan seperti yang di ceritakan tadi di sekolah sebelumnya itu kan vocabulary dasar yang mungkin semua orang taulah kan, nah yang bikin anxietynya itu nah shock kaget kan itu karena saat masuk universitas itu beberapa dosen di hukum islam itu peringkat Bahasa inggrisnya itu tinggi aku bahkan menemukan dosen yang Bahasa inggrisnya itu tinggi, professional nah bisa bahkan ada dosen yang memiliki aksen british dn aksen lain, karena memnag beliau sudah S3 bisa di bilang vocabularynya itu sudah bukan dasar tapi profesional, nah yang bikin cemas itu karena vocabulary yang saya punya dan terus karena kurangnya memakai Bahasa inggris gitu nah itu yang bikin kecemasan itu numpuk gitu, lama lama itu yang bikin tidak percaya diri gitu itu sih yang bikin cemas gitu karena kurangnya memperdalam dan memperluas vocabulary gitu	
011	Berarti dapat di simpulkan anda sadar dengan kurangnya vocabulary Bahasa inggris, terutama dengan dosen dan ketika berhadapan dengan seorang yang professional, kalau dari pengalaman yang tidak	Sebenarnya pernah sih di tanya dosen pakai Bahasa inggris, sebenarnya aku tau sih pertanyaan itu intinya, cuman memang aku jawabnya itu campuran bilingual campuran bahasa Indonesia sama inggris	

	mengenakan dari dosen atau teman apakah pernah?	gitu terus dosenya ngomong “kok kamu bisa sih masuk kelas Bahasa Inggris tapi kamu tidak menguasai Bahasa Inggris” jadi memang ada dosen yang mengharuskan memakai Bahasa Inggris full gitu gaboleh di campur, seperti itu sih	
012	Kalau dari teman apakah ada?	Nga, alhamdulillah nga ada, karena memang banyak teman yang juga lebih ke Bahasa Arab daripada bahasa Inggris, dan alhamdulillahnya teman juga saling membantu	
013	Dari data yang sebelumnya menunjukkan bahwa anda memiliki kecemasan dalam berbicara Bahasa Inggris, anda mengalami gejala kecemasan seperti gugup dan cenderung menghindari audience, bagaimana cara anda mengatasi kecemasan tersebut dan gugup seperti apa yang di rasakan?	Sebenarnya sih, seperti sebelumnya ya itu karena pernah merasa di salahkan seperti di bilang “kok kamu bisa sih masuk kelas Bahasa Inggris tapi kamu tidak menguasai Bahasa Inggris” negative evaluation, itu yang bikin gugup dan percaya diri lagi, kalau menghindari audience lebih ke dosen sih yang memberikan kritik negative gitu	... kalau menghindari audience lebih ke dosen sih yang memberikan kritik negative gitu... Avoid01
014	Apakah setelah beberapa waktu anda punya cara untuk mengatasinya?	Sebenarnya untuk mengatasi, sebenarnya mungkin lebih banyak speaking English dan lebih percaya diri, dan lebih terbuka juga gitu	Sebenarnya untuk mengatasinya lebih banyak speaking English dan lebih percaya diri... Prep01 ...lebih terbuka juga gitu Resig 01
015	Selanjutnya Pada saat akan berbicara di depan kelas apa saja yang anda lakukan untuk dapat berbicara di depan kelas?	Kadang kalau untuk berbicara di depan kelas memberi materi gitu, aku mempersiapkan prepare nya 2 minggu sebelum hari H bisa dengan aku baca ulang atau menggariskan materi yang akan aku bacakan dan Latihan membawakan materinya itu seperti siapa apa?	...mempersiapkan prepare nya 2 minggu sebelum hari H bisa dengan aku baca ulang atau menggariskan materi yang akan aku bacakan dan Latihan... Prep02
016	Ketika nervous apa yang anda lakukan, misal di depan kelas nervousnya baru muncul?	Mengalihkan pandangan dan melihat ke satu titik saja dan tidak terlalu melihat audience	mengalihkan pandangan dan melihat ke satu titik saja dan

			tidak terlalu melihat audience Avoid02
017	Apakah anda merasakan nervous muncul sebelum maju ke depan untuk melakukan public speaking?	Iya satu jam sebelum maju itu sudah merasakan	
018	Nervousnya karena apa?	karena kurang percaya diri dan ada unsur negative evaluation sih,negative evaluation yang pernah saya terima	
019	Berarti ini lebih condong ke dosen ya daripada audience?	iya awalnya dari dosen dan mengarah juga ke audience	
020	Ketika mendapati negative evaluation,apa yang anda lakukan untuk mengatasi fear of negative evaluation tersebut?	Ok,mungkin kalau sebelum terjadi,sebelum melakukan public speaking saya mengatasinya dengan prepare 2 minggu sebelum nah di situ memang banyak baca materi,pokoknya ada aja yang saya omongin tentang materi itu,itu untuk mengatasi negative evaluation nya gitu,nah setelah melakukan public speaking untuk mengatasinya saya pikir "oh bahwa itu udah berlalu" saya menerima saja	...banyakin baca materi, pokoknya ada aja yang saya omongin tentang materi itu ... Prep03 ...untuk mengatasinya saya pikir "oh bahwa itu udah berlalu" saya menerima saja Resi02
021	Baik yang saya tangkap di sini,bahwa sebelum mendapat negative evaluation anda melakukan preparation/persiapan ya agar tidak mendapat negative evaluation,semisal nya mendapat negative evaluation anda melakukan resignation atau penerimaan bahwa anda menerima evaluation tersebut dan menerima bahwa itu sudah berlalu?	Iya benar,seperti itu	
022	Saat merasakan low self-confidence atau merasakan tidak percaya diri apa yang di lakukan?	Mungkin lebih membangun kepercayaan diri itu sih,misal tidak percaya dengan ngomong Bahasa inggris,nah untuk membangun kepercayaan diri itu saya peljarin vocabulary yang keluar dari mulut dosen,seperti itu sih membangun lagi	... membangun kepercayaan diri... Prep04 (Saya peljarin vocabulary yang keluar dari mulut dosen)
023	Selain dosen apakah ada? mencari teman atau apa misalnya?	Oh nga ada,ke dosen sih karena dosen lebih profesional	

024	Apakah anda melakukan positive thinking?	Iya beberapa kali sih misalnya seperti akan berbicara di depan umum dalam hati tuh kayak bilang “saya bisa saya bisa”	...iya dalam hati tuh kayak bilang “saya bisa saya bisa” Posi01
025	Relaxation maybe? seperti melakukan Tarik nafas?	Iya sebelum maju melakukan Teknik pernafasan gitu	
026	Sebagai penutup, apakah tentang speaking anxietynya going well, better atau biasa saja sekarang?	Kalau missal speaking anxietynya dalam ranah Bahasa ya mungkin belum bisa, tapi kalau dalam ranah bercerita sehari-hari dan memberikan mauskun ke orang lain sudah bisa di atasi	
027	Kalau perkembanganya jadi apakah lebih baik?	Iya lebih baik	

LINE	QUETSION	ANSWER	Coding
028	Untuk persiapanya di lakukan sendiri?	Kalau untuk tugas pribadi persiapanya di lakukan sendiri dan suka mepet seperti H-3 sebelum pengumpulan tugas, biasanya sebelum pengumpulan tugas itu saya mempersiapkanya tiba-tiba,tapi kalau kelompok dengan kelompoknya	
029	Kalau persiapanya 2 minggu itu bagaimana saja? Mungkin bisa yang mandiri dan kelompok?	Ok kalau misalkan pribadi,itu di mulai dengan mencari materi yang akan di bawakan lalu setelah mendapat materi,membaca materi tersebut,membaca berulang kali habis itu Latihan sendiri gitu,kalau yang kelompok bedanya latihanya bareng-bareng gitu	... mencari materi yang akan di bawakan lalu setelah mendapat materi, membaca materi tersebut, membaca berulang kali... Prep05
030	Apakah selama 2 minggu itu persiapanya di lakukan intens?	Nga,nga intens biasanya misalkan hari senin sudah Latihan di pagi hari nanti lanjut Latihan di hari selasa siang hari jadi nda 24 jam melakukan Latihan	
031	Kalau dengan persiapan Bahasa inggrisnya gimana ?	Iya cara ngomong sama vocabulary yang belum di	... cara ngomong sama vocabulary yang belum

		ketahui gitu, saya biasanya cari di google translate dan cara pengucapannya di youtube	di ketahui gitu, saya biasanya cari di google translate dan cara pengucapannya di youtube Prep06
032	Apakah anda focus mempersiapkan materinya juga atau hanya lebih ke speaking skills nya saja?	Dua-duanya, karena kalau misalkan ga balance jadinya jatohnya ga seimbang toh, jadi harus balance seperti itu,nanti takutnya berat sebelah gitu	Dua-duanya, karena kalau misalkan ga balance jadinya jatohnya ga seimbang toh, jadi harus balance seperti itu... prep07
033	Apakah persiapannya di bantu dengan suatu wadah? Missal seperti cermin/video? Atau maybe aplikasi seperti itu?	Ya untuk English speaking nya sendiri di bantu pengucapan lewat youtube dan google translate	... untuk English speaking nya sendiri di bantu lewat youtube dan google translate Prep08
034	Bagaimana jika preparationnya di rasa kurang pada saat mendekati hari H?	Kan waktu 2 minggu udah terbilang waktu yang sangat cukup,jadi sebisa mungkin preparation nya itu benar benar di persiapkan,benar-benar sudah siap gitu jadi sampai hari H inysallah ga merasa ga cukup gitu	... jadi sampai hari H inysallah ga merasa ga cukup gitu Posi02
035	Kalau semisalnya ada yang kurang apa yang anda lakukan,misalnya ada hal tidak terduga gitu missal seperti melakukan improvement? Dengan konteks tadi ada yang di luar materi dan anda mungkin kurang mengetahui dan sudah menjawab dengan apa yang anda punya apakah setelah itu ada inisiatif untuk mencari tau?	Ya biasanya paling dari pertanyaan' yang masuk saja sih,agak melenceng dari materi atau nga di luar materi,ya sebisa mungkin berusaha untuk menjawab walaupun jawabanya salah,jadi sebisa mungkin menjawab dengan apa yang saya punya Baik pastinya ada inisiatif untuk saya mencari tahu setelahnya	...sebisa mungkin berusaha untuk menjawab walaupun jawabanya salah... Resi02 ... pastinya ada inisiatif untuk saya mencari tahu... Inti01
036	Teknik pernafasanya itu yang seperti apa mba? Apakah pernah punya refrensi gitu dari internet atau social media?	Jadi untuk <u>Teknik pernafasan sendiri untuk yang biasa saya lakukan</u> saja sebenarnya,saya gak mendapat refrensi dari social media ataupun dari kesehatanya secara langsung,cuman ini memang jadi upaya untuk mengurangi kecemasan itu, caranya ya Tarik nafas tahan 5-6 detik lalu hembuskan seperti itu	... Tarik nafas tahan 5-6 detik lalu hembuskan... Rela01
037	Apakah di lakukan rutin?	Iya rutinya setiap mau presentasi	

038	Dari mana muncul Teknik pernafasan ini? Apakah spontan di lakukan?	Iya spontan di lakukan	
039	Apakah Teknik pernafasan tersebut efektif buat mengurangi nervousness?	Belum, belum efektif, namun sedikit mengurangi	
040	Apakah saat melakukan Teknik pernafasan anda memerlukan media lain untuk membantu? Atau sembari mengingat sesuatu mungkin?	Nga, nga perlu/ nga ada, cuman teknik pernafasanya saja	
041	Di lakukanya pada saat apa saja selain saat merasakan nervous?	Saat nervous aja sih saat gugup, saat degdegan	
042	Bagaimana jika ternyata Teknik pernafasan tidak/kurang membantu apa yang mbanya lakukan sebagai alternatif?	Saya pernah baca di salah satu media social jadi pada saat presentasi itu di depan katanya <u>“injak jempol dengan jempol yang satunya lagi jadi kaki satunya lagi”</u> jadi itu memang pernah saya aplikasikan gitukan, jadi itu sih sedikit mengurangi, jadi itu selain Teknik pernafasan yang pernah saya lakukan, sebagai alternatif	...” <u>injak jempol dengan jempol yang satunya lagi jadi kaki satunya lagi</u> ” ... Rela02
043	Kenapa anda melakukan positive thingking? Selain berkata dalam hati “saya bisa saya bisa” mungkin ada yang lain?	Karena kan, sebelum maju presentasi itu pasti yang di pikirin “nanti bakal gimana ya” atau nanti “hasilnya sesuai ga ya sama yang sudah di persiapkan gitu” jadikan itu pasti itu banyak negative yang ada di pikiran jadi sebisa mungkin memang harus benar” harus membuat pikiran positif gitu jadi pikiran negative itu harus di keluarkan sebelum maju begitu dan Banyak” igstifar sih	Banyak” igstifar sih Rela03
044	Positive thingking seperti apa saja yang anda lakukan?	Kadang suka ini sih, suka minta ke temen kayak beberapa temen tolong memberikan kata-kata positif gitu, untuk menyemangati seperti “kamu bisa kok kamu bisa kok”	... suka minta ke temen kayak beberapa temen tolong memberikan kata-kata positif gitu, untuk menyemangati seperti “kamu bisa kok kamu bisa kok” Pee01
045	Apakah selalu di lakukan?	Iya selalu di lakukan setiap akan maju	

046	Apakah positive thingking memberikan dampak kepada anda? Positif/negative? Signifikan/tidak?	Positif dan negative,kalau dampak ada dampaknya,lumayan signifikan (melebihi Teknik pernafasan juga)	
047	Apakah saat melakukan positive thingking membuat mbaandanya jadi lebih focus atau bahkan mengganggu konsentrasi?	Kalau positif nya sedikit lebih focus dan tenang,Kalau negative nya missal di depan melakukan positif thingking malah jadi buyar untuk materinya,jadi kalau di depan sudah focus materi	
048	Di lakukanya pada saat apa saja selain pada saat merasakan nervous?	5 menit sebelum maju	
049	Bagaimana jika positif thingking tidak membantu,apa ada cara alternatif lain?	Nga ada sih,pasrah lebih ke arah menerima dan berserah diri pada allah	...pasrah lebih ke arah menerima dan berserah diri pada allah Resi03
050	Saling membantu dengan temanya itu seperti apa?	Jadi misalkan presentasinya pribadi,sendiri gitu.kadang kala kan dosen juga memberikan pertanyaan,nah saya kan menjawab dengan apa yang saya bisa nah ada beberapa dosenya yang kadang suka ga terima dengan jawabanya karena mungkin merasa kurang gitu dengan jawabanya,nah Ketika merasa kurang di situ mungkin bisa di bilang saya udah ga tau jawabnya gitu udah buntu lah,ada beberapa temen yang suka membantu gitu kayak misalkan "oh sir tambahanya seperti ini" gitu,kayak gitu sih dari pengalaman yang pernah di alami	... temen yang suka membantu gitu kayak misalkan "oh sir tambahanya seperti ini" ... Pee02
051	Apakah saling membantunya itu di luar kelas atau di dalam kelas saja?	Iya di dalam kelas aja saat public speaking	
052	Bagaimana anda dan teman saling membantu dalam kelas dan di luar kelas?	Beberapa temen yang suka membantu gitu kayak misalkan "oh sir tambahanya seperti ini" kalau di luar kelas sih nga	
053	Apakah saling membantunya ini hanya teman yang anda kenal? atau semua warga kelas?	Iya hampir semua warga kelas,karena kelas ku itu orangnya cuman 10 orang,jadi bener-bener kenal deket sama mereka	

054	Apakah saling membantunya ini hanya sesama teman yang memiliki speaking anxiety juga?	Nga,malah mereka lebih jago di banding saya	Nga,malah mereka lebih jago di banding saya Resi04
055	Apakah pernah juga secara spesifik mencari teman yang mungkin mengalami masalah speaking anxiety?	Belum pernah sih	
056	Apakah anda pernah bertukar pikiran mengenai speaking anxiety kepada sesama yang juga mengalaminya?	Nga,nga pernah kalau bertukar pikiran dengan teman,pernah dan mendapat masukan positif serta dukungan juga,tapi yang tidak memiliki problem seperti saya ya	... bertukar pikiran dengan teman pernah dan mendapat masukan positif serta dukungan juga... Positive thinking Pee03
057	Baik,saat “menerima saja ini” kenapa?	Iya,kurang lebih tidak ingin berlarularut karenakan itu sudah terjadi,jadi sebisa yang sudah terjadi ya di biarkan tapi memperbaiki lagi apa yang salah gitu	... tidak ingin berlarularut... Resi05 ...memperbaiki lagi apa yang salah gitu Inti02
058	Anda menerima saja itu setelah merasa melakukan performa yang buruk atau gimana? Apa saat merasa melakukan performa yang baik juga merasakan?	Iya saat merasa belum puas saya memang biasanya seringnya menerima saja kayak “yaudah udah berlalu yang penting sudah melakukan yang terbaik, sudah melakukan preparation” walaupun hasilnya tidak seperti yang di harapkan gitu,kalau saya merasa semuanya sudah dilakukan dengan baik sih saya merasa bangga	... menerima saja kayak “yaudah udah berlalu yang penting sudah melakukan yang terbaik, sudah melakukan preparation” Resi06 ... kalau saya merasa semuanya sudah dilakukan dengan baik sih saya merasa bangga Posi04
059	Apakah setelah perasaan menerima itu anda siap untuk menerima evaluasi negative maupun positif?	Siap dong cuman kadang mungkin ada beberapa evaluasi yang tidak bisa di terima diri gitu “yang bikin sakit hati”	
060	Apakah setelah menerimanya anda tidak melakukan improvement untuk kedepannya,seperti ada rasa ingin memperbaiki jika terjadi kekurangan? Atau hanya menerima saja?	Dua” nya sih balance, ya menerima juga dan mencari tahu masalahnya dimana yang kurang	Dua” nya sih balance, ya menerima juga dan mencari tahu masalahnya dimana yang kurang Inti03
061	Apakah setelah “menerima saja itu” anda masih kepikiran and worry? Jika iya apa yang mbanyakan lakukan untuk mengurangi kecemasan?	Kalau hasilnya belum memuaskan gitu ya,mungkin worry dan takut sih,dan khawatir. Untuk menguranginya sih mungkin bersikap bodo amat	... jadi menanamkan sifat bodo amat ... Resi07

		karena kalau di pikirin terus bakal menjadi besar dan Panjang jadi menanamkan sifat “bodo amat” gitu	
062	Apakah saat menerima bahwa itu sudah berlalu anda merasa lebih baik?	Sedikit tapi ga memenuhi dan masih kepikiran “ada yang mengganjal”	
063	Berapa lama waktu yang anda butuhkan untuk melakukan resignation (penerimaan) sampai benar-benar menerima kondisi yang sudah lewat?	Sekitar 1-2 hari dari kejadian, karena kalau misalkan mendapat kesalahan yang benar” kayak “kok saya gak tau ya” “gak tau banget” “sampe ga benar” bisa menjawab pertanyaan dosen/teman” itu rasa cemas nya tinggi jadi 1-2 harian baru bisa benar” menerima gitu	1-2 harian baru bisa benar” menerima gitu Resi08

