



Speaking Anxiety Experienced by Eleventh Grade Students at SMA N 2 Pariaman: Level and Coping Strategies

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Abstract

This research is descriptive quantitative research. The purpose of this research is to find out the level of students speaking anxiety and coping strategy used by the students in dealing with speaking anxiety. The population of this research was the second year students at SMA N 2 Pariaman. The research sample was 2 classes from XI IPA. The instrument of this research was a questionnaire, foreign language speaking anxiety questionnaire (FLSA) it was adopted from Ozturk & Gurbuz and coping strategy questionnaire it was adopted from Kondo & Yang. The results of this study is first, most of the students experienced the moderate level of speaking anxiety. Second, there are five strategies used by the students to cope with speaking anxiety they are preparation, relaxation, positive thinking, peer-seeking, and resignation. A dominant coping strategy used by the students is positive thinking and less dominant strategy used by the students is resignation.

Keywords:

Speaking anxiety , Coping strategies

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INTRODUCTION

Speaking anxiety is a common phenomenon that most students have, though the level of anxiety different from person to person. According Fauzi, Putri & Rahman (2021) mention that speaking anxiety is one of the negative feelings that will interfere with students' learning efforts in learning English. In addition, students experience anxious when they are not native speakers of a particular language but are required to speak and write the language.

In language learning, speaking anxiety became serious problems faced by the students in learning English; one of the factors that cause this problem is feeling anxious while speaking English in front of the people. Horwitz, Horwitz, & Cope (1986) found that students who have anxiety tend to postpone foreign language

classes or change their subjects to avoid foreign language classes. In addition, Tsiplakides & Keramida (2009) found that speaking is one activity that triggers anxiety that makes students anxious when speaking in class, many students feel anxious because they participate in speaking activities. They will become anxious when they are asked a question or speak in the class. Although the level of anxiety in each student is different, it is triggered by the similar thing.

There are several negative effects of speaking anxiety. First, speaking anxiety affect students speaking performance. This is supported as Agbalizu (2006) states that students become anxious because of speaking performance when they have to speak English. Second, is fear and nervousness. According to Hasibuan & Irzawati (2020), speaking anxiety make students feel fear and nervousness and it would affect students in oral language performance. In addition, students who experience speaking anxiety will not perform well in foreign language classes.

Meanwhile, the researcher found signs of anxiety between the students during the researcher did pre-teacher at SMAN 2 Pariaman. Many of them become quiet, and avoid eye contact. The students had problems to speaking up in front of their friends because they are feeling less confident, lack of vocabulary, also less motivation in speaking English because they were anxious to speak.

Students convinced that English is a difficult for them. This reason makes them feel anxiety in the classroom. Then, when they should speak English, they feel stammer. Also, some of them cannot follow what the teacher says after some repetitions because they think they can speak English with perfect pronunciation.

Several ways and strategies can be used by the students and the teachers in reducing speaking anxiety are group discussion, drama, and coping strategies. Yani in Maryam (2017) says that coping is a visible and hidden behavior that a person engages in reducing or eliminating psychological tension in stressful conditions. Folkman & Lazarus (1980) describes that coping is the cognitive and behavioral efforts to control and reduce demands. There is no difference between the demands from the outside or the demands from inside.

Furthermore, several strategies have suggested reducing speaking anxiety. Kondo & Yang (2004) found five strategies that can use to dealing with speaking anxiety. Five groups of coping strategies are positive thinking, preparation, relaxation, peer seeking, and resignation. Besides Hembree (1988) found three approaches to reduce speaking anxiety. First approach is a cognitive approach; then the affective approach and finally, the behavioral approach.

There are many previous studies conducted by some researchers related to this topic. First, study related to the level of speaking anxiety at senior high school. For instance, research conducted by Asysyfa, Handayani, & Rizkiani (2019) discussed students anxiety in EFL classroom. Next, the study by Eddraoui & Wirza (2020) about speaking anxiety of EFL high school students. He found that senior high school students experienced a high level of anxiety. Then, Suparlan (2021) found that that most of the senior high school students experienced mild anxiety.

Second, study related to strategies to reduce speaking anxiety. for instance, Hidayoza, Amri, & Wahyuni (2019) found that dominant coping strategy used by English department debaters is peer seeking strategy. In addition, Aeni (2020) found

the students preferred to use relaxation strategy to overcome their anxiety in speaking English.

However, in the Indonesian context, studies on coping strategies used by students especially at senior high school students are still few and still under research. Therefore, the researcher wanted to investigate the level and the strategies used by students to cope with speaking anxiety.

METHOD

This research is descriptive quantitative research. According to Kothari (2004), descriptive research aims to describe the current situation.

The population of this research is eleventh-grade students of SMA N 2 Pariaman in the 2021/2022 academic year. The researcher chose SMA N 2 Pariaman because this school is one of the favourites school in Pariaman and also the researcher chose XI grade students because they have enough experience in speaking English rather than the X grade students. Besides, the XII grade students will face National Examination. The total number of the eleventh-grade class is nine classes which consisted of 140 students.

The instrumentation of this research is questionnaire. The researcher used 2 questionnaires to collect the data. The first questionnaire collected data about the level of speaking anxiety. It was adopted from Öztürk& Gürbüz (2014), which consisted of 17 statements. The second questionnaire collected the data about coping strategies used by the students. It was adopted from Kondo & Yang (2004), which consisted of 37 statements.

In analyzing the data, the researcher analyzed by giving the score for each option provided. The first questionnaire was presented by option Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A), and Strongly Agree (SA) which the score weight for the most negative is 1, and the most positive is 5.

The second questionnaire was presented by option Yes/No. Then, the researcher examined the results of the research to determine dominant coping strategies used by students' in SMAN 2 Pariaman. To measure students' strategies to cope the speaking anxiety,

$$\% \text{ response (p)} = \frac{F_0}{n} \times 100\%$$

(Sudjana, 2005)

Notes:

p = Percentage

fo = Total participant answer Yes

n = Total respondent

RESULT AND DISCUSSION

Research Finding

1. Data description & analysis

a. The level of students speaking anxiety

Level	Result
Low level of speaking anxiety	21 students(30%)
Moderate level of speaking anxiety	41 students(59%)
High level of speaking anxiety	8 students (11%)

Based on the result of questionnaire that can be seen from the table, there are three level of anxiety that students experienced in speaking English. From the total of 70 respondents, there are 30% which consisted of 21 students experienced a low level of anxiety. Next, more than half of the students 59% which consisted of 41 students experienced a moderate level of anxiety. Meanwhile, 11% which consisted of 8 students experience a high level of anxiety

b. Coping strategies used by the students

Coping Strategies	Result
Preparation	20 students (62%)
Relaxation	14 students (42%)
Positive thinking	21 students (63%)
Peer seeking	13 students (41%)
Resignation	2 students (11%)

Based on the table above, there are five strategies that students used to reduce their anxiety. First, 62% which consisted of 20 students used preparation strategy to reduce their speaking anxiety. Second, 42% which consisted of 14 students use relaxation strategy. Third, the are 63% which consisted of 21 students used positive thinking. Then, 41% which consisted of 13 students used peer-seeking strategy. And 11% which consisted of 2 students used resignation strategy to reduce their speaking anxiety.

2. Findings

Based on the data description and analysis, there are three level of anxiety that eleventh grade students from SMA 2 Pariaman experienced, they are low level of anxiety, moderate level of anxiety and high level of anxiety. Majority of the students experienced moderate levels of anxiety. This level allows the students to focus on what is important and ignore others so that they will experience selective attention but can do something more focused. From the five strategies above, the most dominant strategy used by the students is positive thinking. While the non-dominant strategy used by the students is resignation.

3. Discussion

1. The level of students speaking anxiety

The finding of this research is students got moderate level of anxiety in speaking English. It can be assumed that many students from XI IPA 1 and XI IPA 2 at SMA N 2 Pariaman can speak English also they would not be nervous whenever asked to speak in English by the teacher.

Although these students were at moderate anxiety levels, their anxiety scores were different from each other. Zhiping & Paramasivam (2013) mentions that some situations will make students feel anxious such as when they are embarrassed to speak and are afraid of negative evaluation or praise from the teacher or other students in the class.

The result of study is relevant to other previous researches such as Suparlan (2021) found that many of students MTs. Darul Ishlah Ireng Lauq Lombok Barat experienced moderate level of anxiety. On the contrary, this result is not similar to Eddraoui & Wirza (2020) they found that senior high school students in Indonesia experienced a high level of anxiety.

2. Coping strategies used by students to cope with speaking anxiety

The finding of this research is many of the students used positive thinking strategies. It can be assumed that many of the students from XI IPA 1 and XI IPA 2 at SMA N 2 Pariaman were quite confident with their English skills, they also can speak English and not afraid if they make a mistake.

Giving positive feelings can improve the ability to understand the target language because negative feelings can hinder understanding the target language. In this data, the positive thinking technique includes eight strategies; a) Try to positive thinking while speaking English, b) Try not to think people around of you, c) Enjoy the tension when speaking English, d) Think favorite song while speaking English, e) Using anxiety as motivation, f) Pry before speaking English, g) Build up self-confidence, h) Think about something fun.

Therefore, good preparation may increase the students speaking ability. According to Rayani, Rasyidah, & Kasyulita (2016), having positive thinking without enough preparation may lead students to bad performance. This bad performance may contradict their positive feeling and positive thinking. This may decrease students' positive thinking because the reality shows that they are not capable. Whereas, it may be impossible to perform well without enough preparation and self-confidence. Therefore, positive thinking should be supported by good preparation

The result of this research is not similar to other previous researchers such as Saarahwati (2020) who found that the dominant strategy used by the students is preparation. Then, Aeni (2020) found relaxation as the dominant strategy. Furthermore, Hidayoza, Amri, & Wahyuni (2019) found that most of students used peer-seeking strategy to reduce their anxiety.

CONCLUSION

Based on the result and discussion above, it can be concluded that students experienced a moderate level of anxiety. It can be assumed that the

students could speak English. Furthermore, the researcher concluded that dominant strategy used by the students to reduce their anxiety is positive thinking. It can be assumed that the teacher is able to create a positive classroom atmosphere during English lessons.

Based on the conclusion above, there are some suggestion for English teacher, students, and next researcher as follows:

1. For English Teacher
Since speaking anxiety become problem in teaching language. English teachers should arrange class carefully and analyze students' needs.
2. For students
In speaking English, students should not feel anxious. They must learn to control anxiety when speaking English. In the teaching and learning process, students must try hard to learn, increase their confidence and not be afraid to make mistakes when speaking English.
3. For other researchers
This research is expected to provide benefits for future researchers who will conduct a similar study. It is suggested that the next researcher can conduct other aspects that are not included in this study.

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