

STUDENTS` STRATEGIES FOR REDUCING ANXIETY IN SPEAKING ENGLISH AT MADRASAH ALIYAH NURUL JIHAD TEMBILAHAN HULU

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ABSTRACT

Anxiety is a common problem that students feel when speaking English in front of the class, therefore every student who feels anxious must have a strategy to reduce anxiety in speaking so that they are able to speak English well in class. The purpose of this research is to find out what strategies students use to reduce anxiety in speaking English at MA Nurul Jihad Tembilahan Hulu. The sample for this study was the entire population of MA Nurul Jihad students consisting of 3 classes, namely class X, XI and XII, which consisted of 30 students which were taken using saturation sampling technique. This research method is a quantitative descriptive method. The results showed that students at Madrasah Aliyah Nurul Jihad Tembilahan Hulu applied five strategies to reduce their anxiety in speaking English. Students mostly applied Relaxation strategies to reduce their anxiety in speaking English. The percentage of relaxation was 81%. The second strategy was preparation there were 75%. The third strategy was positive thinking, there were 74%. The fourth strategy was peer seeking, there were 66%. And the lowest strategy was resignation, there were 46%. Based on this analysis, it can be concluded that students at Madrasah Aliyah Nurul Jihad use more relaxation strategies to reduce anxiety in speaking English, with a percentage of 81% included in the very high category or the most widely used. That means relaxation strategies can help Madrasah Aliyah Nurul Tembilahan Hulu students to reduce anxiety in speaking English.

Keywords : *Speaking Anxiety, Students strategies*

INTRODUCTION

Speaking is the action of conveying information or expressing someone's feelings in speech Oxford Dictionary (2017). Speaking seems to be a tough skill to be mastered by students because it takes place in real-time, the students have to think about what they want to say and make sure that it is in the right form to be understood by someone. They have to consider the ideas, language, how to use grammar correctly and pronunciation in front of the person they are

communicating with. Since the number of elements that the students have to learn to speak English, this makes students feel anxious when speaking English Liu (2017:23).

According to Carlson and Buskist (2017: 570) anxiety is "a feeling of fear or doom that is accompanied by certain physiological reactions, such as an accelerated heart rate, sweaty palms, and a feeling of tightness in the stomach." Furthermore, anxiety appears as a response to certain situations. Price (1991) as cited in Öztürk & Gürbüz (2014) found that speaking in front of their class is a very anxious activity for students because they were worried about making errors and being laughed at. Therefore, the anxiety of students is a real issue that most learners face while studying English as a foreign language.

Based on a brief interview that the researcher conducted with Mrs. Nadila S.Pd as an English teacher at Madrasah Aliyah Nurul Jihad Tembilahan Hulu during researcher on teaching and learning practices, she said that the factors that caused students to not speak English fluently at MA Nurul Jihad, the biggest factor was worry . Students are afraid to speak or feel anxious when speaking English, this can occur because of negative evaluations from friends when they make mistakes in pronunciation or speak English. Then lack of confidence when pronouncing a foreign language, and the last is students who find it difficult to memorize or remember new vocabulary. Therefore, it can be seen that one of the problems experienced by students in speaking English in all classes of Madrasah Aliyah Nurul Jihad is anxiety. However, the strategies used by Madrasah Aliyah Nurul Jihad students to overcome speaking anxiety have not been found.

When students face anxiety, they try to find strategies to deal with anxiety that aim to reduce feelings of discomfort due to the anxiety they experience (Hasna, 2020:16). strategies are the behaviors and techniques they adopt in their attempts to learn (Savile-Troike 2016: 91). In addition, by using this strategy students are expected to perform better in speaking English by minimizing their anxiety in class. According to Kondo & Ling, (2004: 262) there are 5 strategies that students can use to overcome or reduce their anxiety in speaking English,

namely preparation, relaxation, positive thinking, peer seeking and resignation strategy.

From the statement above, it can be concluded that the problem of students not speaking fluently is that students feel anxious in speaking English at Madrasah Aliyah Nurul Jihad Tembilahan Hulu and secondly, students' strategies for reducing anxiety in speaking English at Madrasah Aliyah Nurul Jihad have not been identified. From this problem the researcher found out what were the student's strategies in reducing anxiety in speaking English at MA Nurul Jihad?, the researcher focused on student strategies in reducing anxiety in speaking English based on the strategies in Kondo & Ling (2004: 262) such as preparation, relaxation, positive thinking, peer seeking and resignation on students at Madrasah Aliyah Nurul Jihad Tembilahan Hulu.

LITERATURE REVIEW

Speaking Skills

Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind (Nunan, 2015:07). Chaney in Nurhilaliah, (2018:13) argues that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Louma (2013:02) that speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. In conclusion, speaking is a means for humans to communicate with other humans orally to express an idea or thought in humans that has meaning in verbal and non-verbal forms involving the forms of production, reception and processing of information.

In classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activities such as below: (Penny, (1996) as cited in Ulandari 2018:08).

- ✓ Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
- ✓ Participation is even: Classroom discussion is not dominated by a minority of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
- ✓ Motivation is high: Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- ✓ Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

According to Kurniati et al (2015:05) stated that speaking ability has five components which are generally recognized in analyzing speaking. They are as follows:

- ✓ Pronunciation, Pronunciation is the way for students "to produce clearer language when they speak.
- ✓ Grammar, It is needed for students to arrange a correct sentence in conversation.
- ✓ Fluency, Fluency is the ability to read, speak, or write easily, smoothly and expressively.
- ✓ Vocabulary, Vocabulary means the appropriate diction which is used in communication.
- ✓ Comprehension, For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

The Concept of Anxiety

Anxiety is defined as someone's fearness in facing something that can be a serious problem for him/ her. Anxiety' tends to be used to describe worry, or when fear is nagging and persists over time. Brown in Maulidiyah (2015:23), argues that anxiety has different meaning with worry and nervous. Anxiety,

associated with feelings of being uneasy, frustrated, apprehensive, or worried, plays an important affective role in language learning.

According to Gufron & R (2012:27) there are two kinds of anxiety. They are clarified as the follows:

- ✓ State anxiety is a temporary emotional reaction that arise in certain situations that are perceived as threats, such as taking a test, undergoing surgery, or others. This state is determined by subjective feelings of tension.
- ✓ Trait anxiety is a disposition to be anxious in dealing with various situations (personality features). This is a fairly stable trait or trait that directs a person or interprets a permanent state of the individual (innate) and is associated with such a personality.

Commonly, the anxious feeling can be appeared by a number of factors. The anxiety can be caused by individual and social factor. Individual factor involves students' self- confident. However, social factor involve teachers' instruction in teaching and the used of material by the teacher. As stated by Horwitz and Dolly in Nur Aeni 2020:32), being laughed is the biggest factor that causes students' anxiety in speaking.

Strategies to Reducing Anxiety

According to Kondo & Ling (2004:262) that there are five strategies used by the students to reducing their anxiety in speaking English:

Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. There are several typical items such as : try to get used to using English study hard, prepare self better, peruse the material before called on the teacher, ask for help from friends, check dictionary, ask the teacher some questions, practice English in mind, think carefully about where having trouble, concentrate on the class, listen carefully to what classmates say in class, try to perform the best, try to read carefully, ask the teacher to speak more slowly, try to guess the meaning of a difficult passage, try to obtain good summaries of lecture notes, try to make a habit of studying English every day. Use

of these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class.

Relaxation

Relaxation involves tactics that aim at reducing somatic anxiety symptoms. There are several typical items such as : take a deep breath, try to relax, try to calm down, close eyes, pretend to be calm, shake body, touch hair, play with hands, look at watch, write "people" on palm and swallow it.

Positive Thinking

Positive Thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. The items of positive thinking are ; try to be confident, tell our self that english is so important, try to think positively, tell our self that we will be ok, try not to think of people around, believe in our self, try to enjoy the tension, think of favorite song, cheer up, imagine our self giving a great performance, tell our self that we can do it, tell our self that we be better than the others. These strategies is intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student.

Peer Seeking

Peer Seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison. The typical items of peer seeking are: tell our self that difficult problems for us are also difficult for the others, tell our self that the others must also be anxious, look for others who are having difficulty understanding the class, look for others who are having difficulty controlling their anxiety, ask students around us if they understand the class, talk with friends around us, look around and deliberately perform poorly.

Resignation

This category is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem. The typical items of resignation are: give up, don't make useless resistance, accept the situation, just try to put up with the situation, sleep in class and stop paying attention.

RESEARCH METHOD

The type of research used in this research was descriptive quantitative. According to Williams (2017: 66), descriptive research is approach that a basic research method that examines his situation. Besides, Creswell (2003) as cited in Williams (2017: 66) stated that quantitative research "employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data".

Based on the statements above, it can be seen that the Descriptive quantitative research identified a research problem based on trends in the field or on the need to explain why something occurs. It was along with the objective of this research which is to found out the strategies used by the students MA Nurul Jihad for reducing anxiety in speaking English. Quantitative descriptive where the data obtained in the form of numbers which are then analyzed, by means of collect, clarify according to the reality of the field, then can be used as a basis for drawing conclusion. The participants of this research were all students at class X, XI and XII Madrasah Aliyah Nurul Jihad Tembilahan Hulu which consists of 30 students. Sampling was done by using saturation sampling technique. It was done by distributed questionnaires to collect the data.

FINDING AND DISCUSSION

Finding

Recapitulation of student’s strategies for reducing anxiety in speaking English at Madrasah Aliyah Nurul Jihad Tembilahan Hulu

1.	PREPARATION	SA (5)	A (4)	U (3)	D (2)	SD (1)	AMOUNT	PERCENTAGE	LEVEL
	Statement 1	65	48	6	6	0	342	76%	High
	Statement 2	25	28	15	20	3			
	Statement 3	70	44	6	6	0			
2.	RELAXATION	SA (5)	A (4)	U (3)	D (2)	SD (1)	AMOUNT	PERCENTAGE	LEVEL
	Statement 4	65	64	0	2	0	367	81%	Very High
	Statement 5	40	48	12	8	1			
	Statement 6	60	60	6	0	1			
3.	POSITIVE THINKING	SA (5)	A (4)	U (3)	D (2)	SD (1)	AMOUNT	PERCENTAGE	LEVEL
	Statement 7	30	48	27	6	0	341	75%	High
	Statement 8	40	60	18	2	0			
	Statement 9	40	24	24	21	1			
4.	PEER SEEKING	SA (5)	A (4)	U (3)	D (2)	SD (1)	AMOUNT	PERCENTAGE	LEVEL
	Statement 10	30	36	24	12	1	300	66%	High
	Statement 11	20	24	39	14	0			
	Statement 12	35	28	18	18	1			
5.	RESIGNATION	SA (5)	A (4)	U (3)	D (2)	SD (1)	AMOUNT	PERCENTAGE	LEVEL
	Statement 13	0	8	9	32	9	207	46%	Moderate
	Statement 14	25	52	12	10	3			
	Statement 15	0	8	3	18	18			

Based on the recapitulation above, it can be concluded that there are 5 strategies used by students to reduce anxiety in speaking English at Madrasah Aliyah Nurul Jihad Tembilahan Hulu. The first is the preparation strategy, you can see the total score of student answers from the 3 statements in item numbers 1, 2, 3 is "342" with a percentage of 76% in the high level category, which means that many students use this strategy. The second is the Relaxation strategy, the total score of student answers from the 3 relaxation statements on item numbers 4, 5, 6 is "367" with a percentage of 81% in the very high level category, which means that most students use this strategy. The third is positive thinking strategy, the total score of student answers from 3 statements on item numbers 7, 8, 9 is "341" with a percentage of 75% in the high level category, which means that many students use this strategy. fourth is the peer seeking strategy, The total score of student answers from the 3 statements in item numbers 10, 11, 12 is "300" with a percentage of 66% in the high level category, which means that many students use this strategy. And the last is the resignation strategy, the total score of student answers from 3 statements on item numbers 13, 14, 15 is "207" with a percentage of 46% in the category of moderate level, which means that some students use this strategy.

Discussion

To describe the students' strategies in reducing their anxiety in speaking English. The researcher gave questionnaire to the students who felt anxious that obtained of 15 items that based on the five strategies, namely preparation, relaxation, positive thinking, peer seeking and resignation.

Students' strategies in reducing their anxiety in speaking English based on the questionnaire, the researcher found that:

The result of Student's Strategies for reducing anxiety in speaking English at Madrasah Aliyah Nurul Jihad Tembilahan Hulu

No	Strategies	Percentage
1.	Preparation	76%
2.	Relaxation	81%

No	Strategies	Percentage
3.	PositiveThinking	75%
4.	PeerSeeking	66%
5.	Resignation	46%

The result showed that students at Madrasah Aliyah Nurul Jihad Tembilahan Hulu applied five strategies in reducing their anxiety in speaking English. There were preparation, relaxation, positive thinking, peer seeking and resignation. It also showed that the students who applied preparation strategy was 76%, relaxation strategy was 81%, positive thinking strategy was 75%, peer seeking strategy was 66% and resignation was 46%.

CONCLUSION

Based on the research done by the researcher, the students at Madrasah Aliyah Nurul Jihad Tembilahan Hulu applied five strategies to reduce their anxiety in speaking English namely preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy and resignation strategy.

Based on the result of questionnaire, the students mostly applied Relaxation strategies to reduce their anxiety in speaking English. The percentage of relaxation were 81%. The second strategy was preparation there were 76%. The third strategy was positive thinking, there were 75%. The fourth strategy was peer seeking, there were 66%. And the lowest strategy was resignation, there were 46%.

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