

## **CHAPTER IV**

### **FINDING & DISCUSSION**

This chapter presents a brief description of the finding & discussion of the study in speaking anxiety. Subsequently, the forth chapter is followed by finding and discussion of the study.

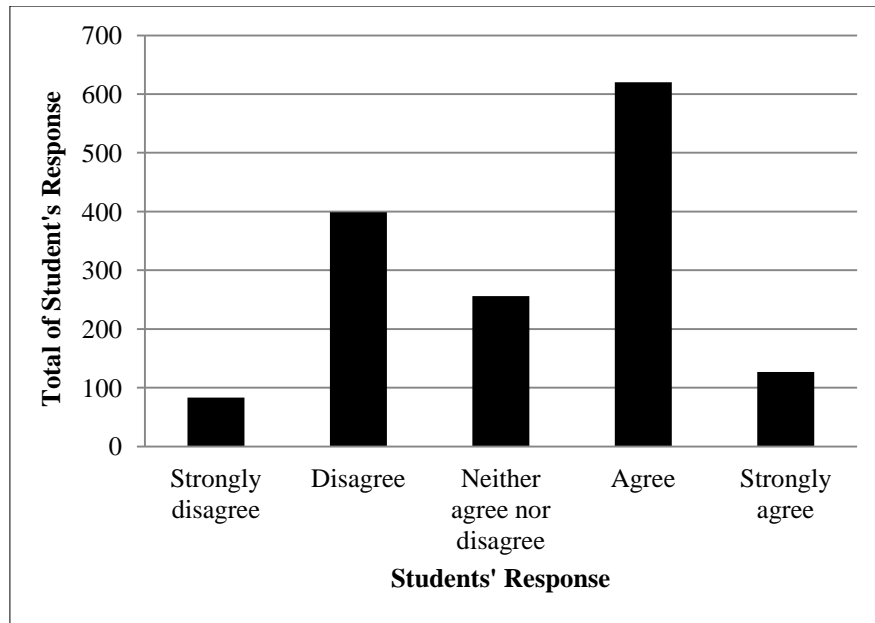
#### **4.1 The Level of Students' Anxiety to Speak English**

##### **4.1.1 The Students' Total Response on Level of Student Anxiety's Questionnaire**

To find out the levels of student's anxiety to speak English the researcher use the questionnaire. For the format of the questionnaire, the researcher adapts from the Likert Scale. Likert Scale is kind of closed questionnaire. The questionnaire consisted of 33 questions with answers response options ranged from 1 – 5 of each item. The 5 point scales are “Strongly Agree” (SA), “Agree” (A), “neither agree or Disagree” (NA), “Disagree” (D) and “Strongly Disagree” (D). For the content of the questionnaire, the researcher adapted from the causes of anxiety by Young (1991). The questionnaire was answered by 45 students of X AK 4 students' in SMK Yapalis Krian Sidoarjo 2016 / 2017.

To make easy, the researcher make a table. The table is used to know the response of the students in questionnaire. From the table, we can see that the 33 statements of questionnaire were answered by the students. The students were selecting the questionnaire by themselves. From the table, we know the total for each point of statement that had been chosen by the students. For the first point is “strongly disagree” (SD), the total of strongly disagree statement is 83. The second point is “disagree” (D), the total point of disagree statement is 399. The third point is “neither agree nor disagree” (N), the total point of neither

agree nor disagree statement is 256. The forth point is “agree” (A), the total of agree statement is 620. The last statement is “strongly agree” (SA), the total statement of strongly agree statement is 127. To see the table, see appendix 4. To sum up more on the table result, the researcher try to make into figure. As seen on the following figure.



**Figure 4.1 The Students' Total Response on Anxiety's Questionnaire**

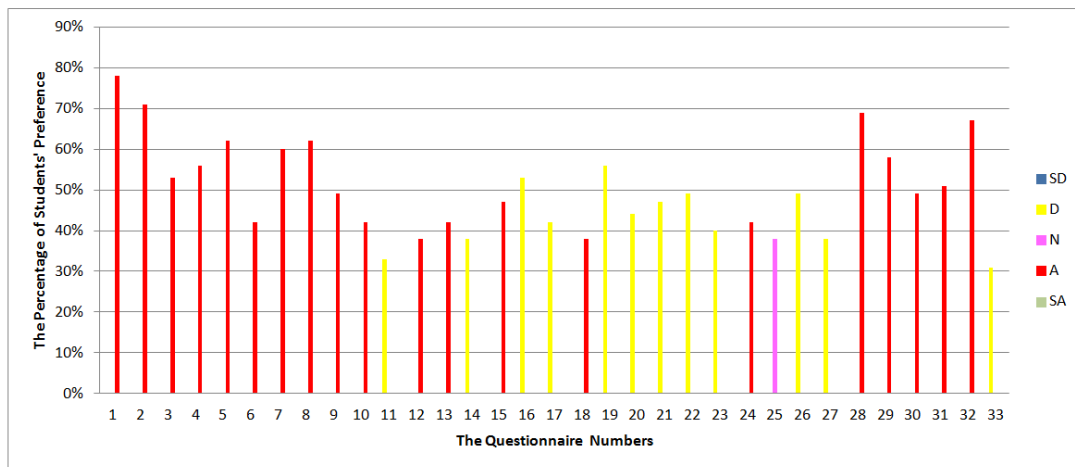
From the summary above, we know about the total score of students' response in selecting the questionnaire statement. The questionnaire statement consist of five points, there are “Strongly Agree” (SA), “Agree” (A), “neither agree or Disagree” (NA), “Disagree” (D) and “Strongly Disagree” (D). The summary describe that the total response of strongly disagree statement is 83, disagree statement is 399, neither agree nor disagree statement is 256, agree statement is 620 and strongly agree statement is 127.

The figure shows that the first highest score of the statement is “Agree” with the total 620 responses. The second highest score of statement is “Disagree” with the total 399 responses. The third score is “Neither agree nor disagree” with the total 256 responses. The forth

score is “Strongly agree” with the total 127 responses and the lowest score of the statement is “strongly disagree” with the total 83 responses.

#### **4.1.2 The Percentage of Students’ Anxiety Questionnaire**

The researcher also explains the more detail on percentage of the questionnaire. To know the percentage of students’ preference in students’ anxiety questionnaire, the researcher makes a table. From the table, we can see the percentage of students’ preference towards 33 questionnaire items. The researcher found that total high there are 78% respondent who had choose the statement number 1 by which “agree”. For the total low score, there are 2% respondents who had choose the statement of number 1,2,4,5,9,12,15,21,22,27,28,29 by which “strongly disagree”; number 14, 21, 22, 23, 28 by which “strongly agree” and number 26 by which “agree”. For the recapitulation of the percentage of students’ anxiety questionnaire, it can be seen on appendix 5. To sum up more on the table result, the researcher tries to make into figure, as seen on the next page.



**Figure 4.2 The Percentage of Students' Anxiety Questionnaire**

Based on the figure above, the result shows the total high score from each statement in questionnaire. There were 45 respondents who have different answer from each statement. The pattern of the chart is highly varied. It also found that total high score there are 78% respondent who had chosen the statement number 1 (I prepare my speaking well, but I still nervous) by which “agree” statement and for the lowest score, there are 31% respondent who had choose statement number 33 (If my teacher gives my friend a good command about her speaking, I feel afraid that I can’t speak like her/him) by which “Disagree” statement.

The first statement of the questionnaire is “I prepare my speaking well, but I still feel anxious”. For the highest score of this statement, there are 78% respondent who had chosen “agree” statement and for the lowest score, there are 2% respondent who had chosen “strongly disagree” statement. The second statement of the questionnaire is “Although I have a good preparation, I still panic when I speak English.”. For the highest score of this statement, there are 71% respondent who had chosen “agree” statement and for the lowest score, there are 2% respondent who had chosen “strongly

disagree” statement. The third statement of the questionnaire is “I feel worried when I don’t prepare my material before presentation”. For the highest score of this statement, there are 53% respondent who had chosen “agree” statement and for the lowest score, there is 0% respondent who had chosen “strongly disagree” statement.

The fourth statement of the questionnaire is “I feel anxious when I have to speak English without preparation”. For the highest score of this statement, there is 56% respondent who had chosen “agree” statement and for the lowest score, there is 0% respondent who had chosen “neither agree nor disagree” statement. The fifth statement of the questionnaire is “If I’m not prepared my material well, I afraid my teacher gives a question to me”. For the highest score of this statement, there are 62% respondent who had chosen “agree” statement and for the lowest score, there are 2% respondent who had chosen “strongly disagree” statement. The sixth statement of the questionnaire is “I never feel quite sure of myself when I am speaking English”. For the highest score of this statement, there are 42% respondent who had chosen “agree” statement and for the lowest score, there is 4% respondent who had chosen “strongly agree” statement.

The seventh statement of the questionnaire is “I worry about the consequences of failing my foreign language class”. For the highest score of this statement, there are 60% respondent who had chosen “agree” statement and for the lowest score, there are 7% respondent who had chosen “strongly agree” statement. The eighth statement of the questionnaire is “In speaking class, when I am nervous I forget things easily”. For the highest score of this statement, there are 62% respondent who had chosen “agree” statement and for the lowest score, there are 4% respondent who had chosen “strongly disagree” statement. The ninth statement of the questionnaire is “I can feel my heart pounding when I’m going to be called on in speaking class”. For the highest score of this statement, there are 49% respondent who had

chosen “agree” statement and for the lowest score, there is 2% respondent who had chosen “strongly disagree” statement.

The tenth statement of the questionnaire is “I feel shy when I am speaking in my language class”. For the highest score of this statement, there are 42% respondent who had chosen “agree” statement and for the lowest score, there are 4% respondent who had chosen “strongly agree” and “strongly disagree” statement. The eleventh statement of the questionnaire is “In I feel more tense and nervous in my speaking class than in my other classes”. For the highest score of this statement, there are 33% respondent who had chosen “agree” statement and for the lowest score, there are 7% respondent who had chosen “strongly agree” and “strongly disagree” statement. The twelfth statement of the questionnaire is “I feel confused when I am speaking in my language class”. For the highest score of this statement, there are 38% respondent who had chosen “agree” statement and for the lowest score, there is 2% respondent who had chosen “strongly disagree” statement.

The thirteenth statement of the questionnaire is “I am afraid that the other students will laugh at me when I speak English”. For the highest score of this statement, there are 42% respondent who had chosen “agree” statement and for the lowest score, there are 7% respondent who had chosen “neither agree nor disagree” statement. The fourteenth statement of the questionnaire is “I’m afraid if my teacher gives some critics to me when I speak in front of classroom”. For the highest score of this statement, there are 38% respondent who had chosen “agree” statement and for the lowest score, there are 2% respondent who had chosen “strongly agree” statement. The fifteenth statement of the questionnaire is “I feel afraid if my friend and my teacher do not understand what I say”. For the highest score of this statement, there are 47% respondent who had chosen “agree”

statement and for the lowest score, there is 2% respondent who had chosen “strongly disagree” statement.

The sixteenth statement of the questionnaire is “I get upset when I don't understand what the teacher is correcting”. For the highest score of this statement, there are 53% respondent who had chosen “disagree” statement and for the lowest score, there are 2% respondent who had chosen “strongly agree” statement. The seventeenth statement of the questionnaire is “I feel afraid if my teacher critics my pronunciation”. For the highest score of this statement, there are 42% respondent who had chosen “disagree” statement and for the lowest score, there is 0% respondent who had chosen “strongly agree” statement. The eighteenth statement of the questionnaire is “My teacher always critic every mistake that I do in my speaking class”. For the highest score of this statement, there are 38% respondent who had chosen “agree” statement and for the lowest score, there is 4% respondent who had chosen “strongly disagree” statement.

The nineteenth statement of the questionnaire is “I’m afraid if my teacher corrects my speaking”. For the highest score of this statement, there are 56% respondent who had chosen “disagree” statement and for the lowest score, there is 0% respondent who had chosen “strongly agree” statement. The twentieth statement of the questionnaire is “Error correction is the most problem that make me feel anxious”. For the highest score of this statement, there are 44% respondent who had chosen “disagree” statement and for the lowest score, there is 4% respondent who had chosen “strongly agree” statement. The twenty first statement of the questionnaire is “My teacher always corrects my grammar when I’m speaking so I feel afraid about it”. For the highest score of this statement, there are 47% respondent who had chosen “agree” statement and for the lowest score, there is 2% respondent who had chosen “strongly disagree” and “strongly agree” statement.

The twenty second statement of the questionnaire is “I’m afraid that my language teacher is ready to correct every mistake that I make”. For the highest score of this statement, there are 49% respondent who had chosen “disagree” statement and for the lowest score, there are 2% respondent who had chosen “strongly agree” and “strongly disagree” statement. The twenty third statement of the questionnaire is “I feel confuse about some rules that we have to learn in speaking a foreign language”. For the highest score of this statement, there are 40% respondent who had chosen “disagree” statement and for the lowest score, there is 2% respondent who had chosen “strongly agree” statement. The twenty fourth statement of the questionnaire is “I don’t feel comfortable when I know that I’m going to be called in front of class to speaking”. For the highest score of this statement, there are 42% respondent who had chosen “agree” statement and for the lowest score, there is 4% respondent who had chosen “strongly disagree” statement.

The twenty fifth statement of the questionnaire is “I feel happy when I know that I’m not speaking in front of class”. For the highest score of this statement, there are 38% respondent who had chosen “neither agree nor disagree” statement and for the lowest score, there are 9% respondent who had chosen “strongly disagree” statement. The twenty sixth statement of the questionnaire is “I often feel like not going to my speaking class”. For the highest score of this statement, there are 49% respondent who had chosen “disagree” statement and for the lowest score, there is 0% respondent who had chosen “strongly agree” statement. The twenty seventh statement of the questionnaire is “Speaking in front of class is the most thing that I scared”. For the highest score of this statement, there are 38% respondent who had chosen “disagree” statement and for the lowest score, there is 0% respondent who had chosen “strongly agree” statement.



The twenty eighth statement of the questionnaire is “I don’t feel confident about speaking English in front of other students”. For the highest score of this statement, there are 69% respondent who had chosen “neither agree nor disagree” statement and for the lowest score, there are 2% respondent who had chosen “strongly disagree” and “strongly agree” statement. The twenty ninth statement of the questionnaire is “I don’t feel relaxed, when I speak in front of class”. For the highest score of this statement, there are 58 % respondent who had chosen “agree” statement and for the lowest score, there are 2% respondent who had chosen “strongly disagree” statement. The thirtieth statement of the questionnaire is “I keep thinking that the other students are better at speaking than I am”. For the highest score of this statement, there are 49% respondent who had chosen “agree” statement and for the lowest score, there are 7% respondent who had chosen “strongly disagree” statement.

The thirty first statement of the questionnaire is “I have a little vocabulary, I feel nervous when I am speaking English”. For the highest score of this statement, there are 51% respondent who had chosen “agree” statement and for the lowest score, there is 0% respondent who had chosen “strongly disagree” statement. The thirty second statement of the questionnaire is “I always feel that the other students speak the foreign language better than I do”. For the highest score of this statement, there are 67 % respondent who had chosen “agree” statement and for the lowest score, there are 4% respondent who had chosen “strongly disagree”, “disagree” and “strongly agree” statement. The thirty third statement of the questionnaire is “If my teacher gives my friend a good command about her speaking, I feel afraid that I can’t speak like her/him”. For the highest score of this statement, there are 31% respondent who had chosen “disagree” statement and for the lowest score, there are 4% respondent who had chosen “strongly disagree” statement.

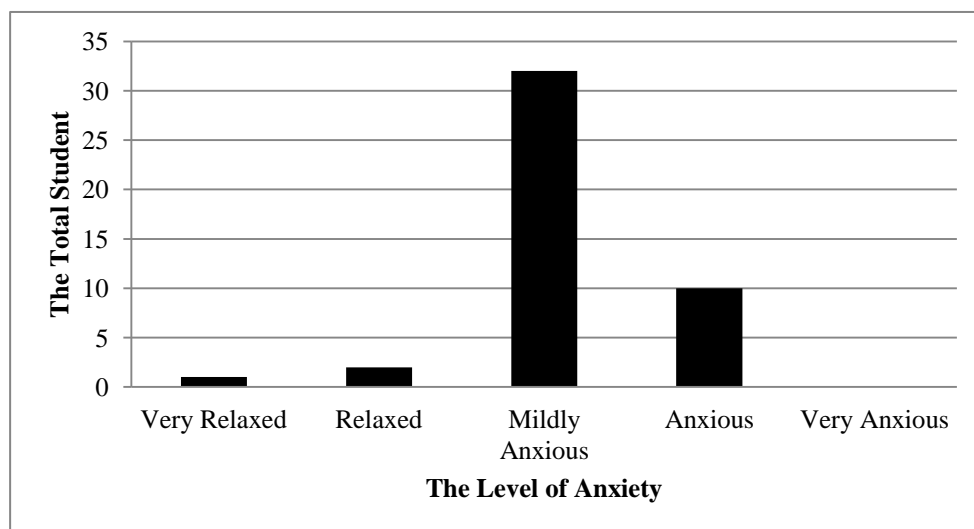
#### **4.1.3 The Level of Students' Anxiety to Speak English**

To find out the level of students' anxiety to speak English, the scoring is done to make easy the categorization of anxiety based on the result of scoring process, the researcher make a table. Based on close questionnaire, students have many kinds of responses to answer the questionnaire. There are 45 respondents who have different levels of students' anxiety to speak English.

Based on the result, she found that there is one student (2%) has very relaxed level of anxiety to speak English based on the calculation, the range score who have very relaxed level of students' anxiety to speak English started 33 – 55, and the score of very relaxed is 45 (Correspondent 16). Meanwhile, there are two students (4%) have relaxed level of students' anxiety to speak English, the range score of relaxed level of students' anxiety to speak English in started from 56 – 77. The high score on a relaxed level of students' anxiety to speak English is 77 (Correspondent 40) and then the low score on a relaxed level of students' anxiety to speak English is 64 (Correspondent 1). Then, there are 32 students (71%) have mildly anxious level of students' anxiety to speak English, the range score on mildly anxious level of students' anxiety to speak English in started from 78 – 121. The high score on a mildly anxious level of students' anxiety to speak English is 121 (Correspondent 33) and then the low score on a mildly anxious level of students' anxiety to speak English is 83 (Correspondent 8) and (Correspondent 15).

There are 10 students (22%) have anxious level of students' anxiety to speak English, the range score on mildly anxious level of students' anxiety to speak English in started from 122 – 143. The high score on an anxious level of students' anxiety to speak English is 138 (Correspondent 17) and then the low score on an anxious level of students' anxiety to speak English is 123 (Correspondent 10). The last is very anxious; there is not student that categorize in very anxious level. To see the table of level anxiety, see appendix 7. To sum up

more on the table result, the researcher try to make into figure. As seen on the following figure.



**Figure 4.3 The Level of Students' Anxiety to Speak English**

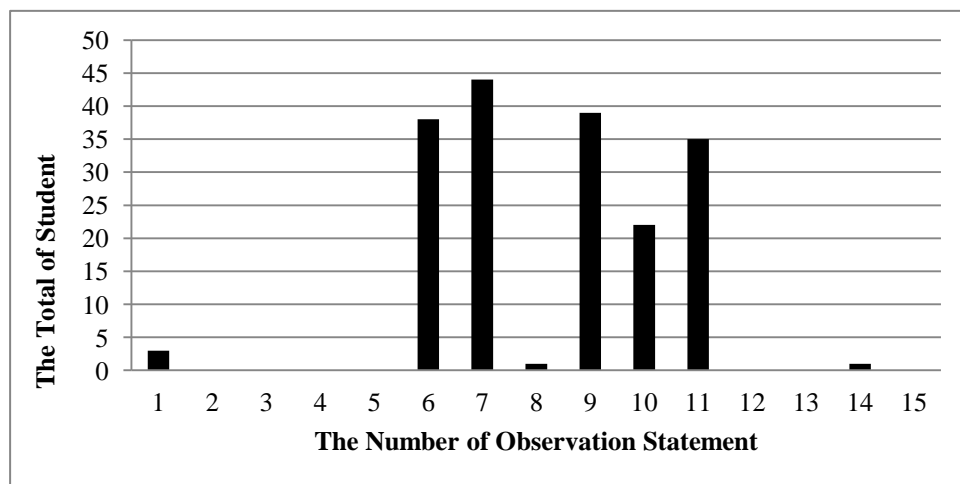
From the summary above, we know about the total Level of Students' Anxiety to Speak English. The Level of Students' Anxiety consist of five levels, there are "Very Relaxed", "Relaxed", "Mildly Anxious", "Anxious" and "Very Anxious". The summary describe that the total level of very relaxed statement is 1 student, relaxed level is 2 students, mildly anxious level is 32 students, Anxious level is 10 students and there is any students that categorized in very anxious level. The summary shows that the first highest score of the level is "mildly anxious" with the total 32 students and the lowest score of the level is "very anxious" with the total 0 student.

## **4.2 The Causes of Students' Speaking Anxiety**

### **4.2.1 The Observation result**

To know the causes of anxiety, the researcher did an observation. The observation used to know the respondents are feeling anxious or not during the presentation. The researcher joined the speaking class. The researcher and the teacher observed the speaking

anxiety of students use the observation checklist; it can be seen on appendix I. The researcher and the teacher observe the symptoms of speaking anxiety to all of students in X AK 4 class that suggest by Ansari (2015). For the result of the observation, the result of observer 1 and observer 2 are compared. It makes a table and shows the students have an anxiety symptom or not; it can be seen on appendix 10. To summarize more on the table result, it can be seen on the following figure.



**Figure 4.4 The Observation's Result**

From the summary above, we know about the total for each symptom of students in the observation checklist. The most common symptom that is showed by the students is “Imperfect pronunciation” (No. 7) by the total 44 students.

From 15 symptoms, there are eight symptoms that showed by the students. The first is “Shyness”, there are 3 students that categorized in this symptoms. The second is “Lack of fluency”. There are 38 students that categorized in this symptom. The third is “Imperfect pronunciation”. There are 44 students that categorized in this symptom. The fourth is “Feeling Inferior”. There is 1 student that categorized in this symptom. The fifth is “Fear of expressing certain views”. There are 39 students that categorized in this symptom. The

sixth is “Diminishing confidence”. There are 22 students that categorized in this symptom. The seventh is “Dominance of hesitation”. There are 35 students that categorized in this symptom. The eighth is “Standing down”. There is 1 student that categorized in this symptom.

Meanwhile, there are 7 symptoms that are not showed by the students. The first is “Keeping silent”, the second is “Avoiding eye contact with teacher”, the third is “Limited vocabulary”, the forth is “Inaccurate grammar”, the fifth is “Sweating more”, the sixth is “shoulders down”, and the seventh is “Feet inwards and arm in front of body”. There is not student that categorized in the symptoms because the researcher didn’t find any students that showed those symptoms during the observation.

The observation result shows that from 45 students, there are 44 students that have some anxiety symptoms that show in the observation result. So, it means that 44 students have an anxiety in speaking English. But, there is 1 student that did not show the anxiety symptom when she spoke English. So, it means that she does not have any anxiety in speaking English.

#### **4.2.2 The Causes of Students’ Speaking Anxiety**

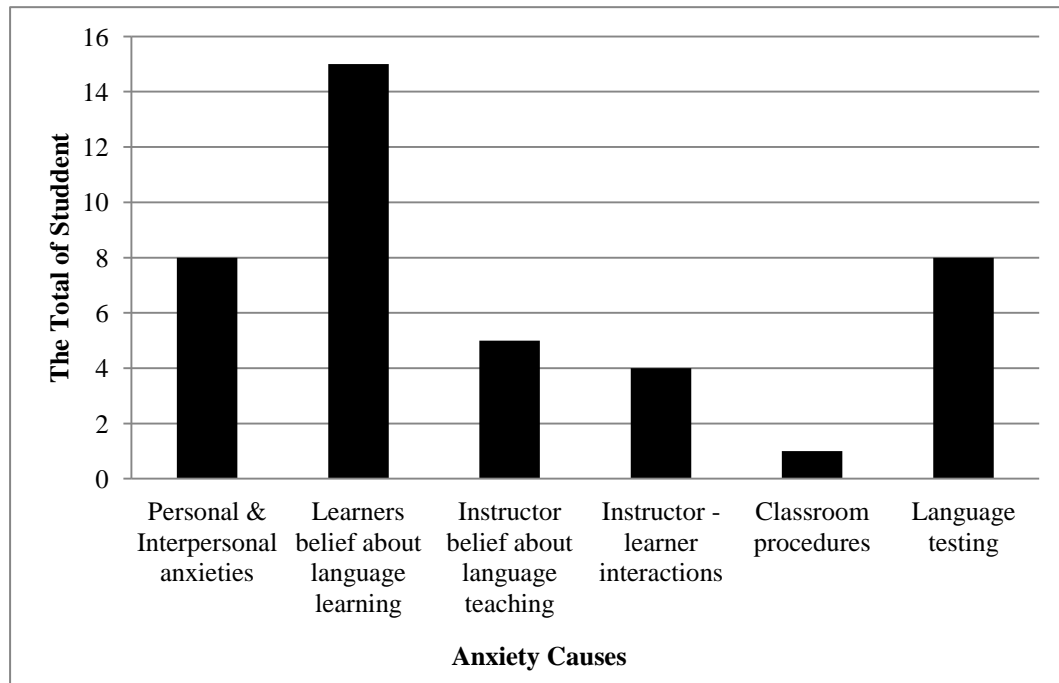
The second research question of the study is the causes of students’ speaking anxiety. The students became anxious when asked to speak English in the classrooms. The researcher gives open-ended question to know the causes of students’ speaking anxiety. The question is “Do you feel anxious, when you speak English? Why?”, the answers were analyzed by Young (2005:427) and Ohata (2005:6) theory about the causes of Students’ Speaking Anxiety, there are six causes: (a) Personal and Interpersonal Anxieties, (b) Learner Beliefs about Language Learning, (c) Instructor Beliefs about Language Teaching, (d) Instructor learner interactions, (e) Classroom Procedures, and (f) Language Testing. For the result of students’ answer, we can

see on appendix 11. To make easy in understanding the students answer, the writer researcher makes categorizations of students' cause of anxiety based on Young (2005:427) and Ohata (2005:6) theory that display on table 4.1 and figure 4.5 in the next page.

**Table 4.1 The causes of Students' Speaking Anxiety**

No.	Name	Causes of students' speaking anxiety					
		Personal & Interpersonal anxieties	Learners belief about language learning	Instructor belief about language teaching	Instructor - learner interactions	Classroom procedures	Language testing
1	Correspondent 1		√				
2	Correspondent 2		√				
3	Correspondent 3	√					
4	Correspondent 4			√			
5	Correspondent 5				√		
6	Correspondent 6						
7	Correspondent 7						√
8	Correspondent 8		√				
9	Correspondent 9		√				
10	Correspondent 10				√		
11	Correspondent 11				√		
12	Correspondent 12			√			
13	Correspondent 13	√					
14	Correspondent 14		√				
15	Correspondent 15			√			
16	Correspondent 16						
17	Correspondent 17						√
18	Correspondent 18		√				
19	Correspondent 19		√				
20	Correspondent 20	√					
21	Correspondent 21			√			
22	Correspondent 22		√				
23	Correspondent 23						
24	Correspondent 24						√
25	Correspondent 25	√					
26	Correspondent 26			√			
27	Correspondent 27		√				
28	Correspondent 28					√	
29	Correspondent 29		√				
30	Correspondent 30						√
31	Correspondent 31		√				
32	Correspondent 32		√				
33	Correspondent 33						√
34	Correspondent 34						√
35	Correspondent 35	√					
36	Correspondent 36			√			
37	Correspondent 37		√				
38	Correspondent 38				√		
39	Correspondent 39	√					
40	Correspondent 40		√				
41	Correspondent 41						√
42	Correspondent 42		√				
43	Correspondent 43						√
44	Correspondent 44						
45	Correspondent 45	√					
<b>TOTAL</b>		<b>8</b>	<b>15</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>8</b>

To sum up the tabulation in the previous page, it can be seen on the following figure.



**Figure 4.5 The Causes of Students' Anxiety to Speak English**

Based on theory of Young (2005:427) and Ohata (2005:6) there are six causes of speaking anxiety that influences in students' speaking skill. From 45 students, there are 8 students whose cause of speaking anxiety in Personal & Interpersonal anxieties, 15 students whose cause of anxiety in Learners belief about language learning, 5 students whose cause anxiety in Instructor belief about language teaching, 4 students whose cause anxiety in Instructor - learner interactions, 1 students whose cause of language anxiety in Classroom procedures and there are 8 students whose cause anxiety in language testing.

The first cause of speaking anxiety is "personal and interpersonal anxieties". There are 15 students that categorized in this causes. The cause of anxiety can come from personal and interpersonal anxiety. Personal is a feeling of anxiety itself come from students' own



self and interpersonal is feeling of anxiety that caused by other students. The respondents mostly had the personal anxiety caused of students' unprepared with their material in speaking skill. Interpersonal anxiety that is felt by the respondents as caused by they lost self confident.

The second cause of speaking anxiety is "Learners belief about language learning" with the total 15 students. From the data that had been collected, most of students agree that they had felt of anxious when speaking in front of the class and the main factor that made them feel anxious are afraid of making mistake, feel shy or embarrassed and unconfident when speaking English. This cause is the high cause of speaking anxiety.

The third cause of speaking anxiety is "Instructor belief about language teaching" There are 5 students that are categorized in this causes. In classroom procedure there is relation between teacher and learner. From their answer we can know that they are afraid of the teacher who gives them critics about their speaking skill.

The forth cause of speaking anxiety is "Instructor - learner interactions" with the total 4 students. Correcting student errors is frequently cited as causing anxiety. Additionally, students constantly report anxiety over responding inaccurately, being mistaken in front of their friends. They also state concerns over how mistakes are happened in the classroom. The problem for the student, then, is not necessarily error correction but the method of error correction -when, how often, and, most importantly, how errors are corrected.

The fifth cause of speaking anxiety is "Classroom procedures". There is just one student that categorized in this causes. Anxieties connected with classroom procedures principally on having to speak in the target language in front of a class. Oral presentation in front of the class and oral skills as the most anxiety-producing activities in their classes. The students must join the speaking class even though they

have speaking anxiety or not. From the research, it shows by the student afraid to join the speaking class because of their anxiety.

The sixth cause of speaking anxiety is “Language Testing” with the total 8 students. This is caused by the students that consider that all of speaking activity is a test, whereas the speaking activity is one of learning activity to study English. This cause is also related with psychological stresses, such as the fear of losing self-confidence or feeling inferior to others. There are some students who feel inferior when face of speaking skill.

From 45 students, there are just 41 students that categorized in the causes of speaking anxiety. The researcher found that 4 students do not have an anxiety when they speak English in speaking class.

#### **4.3 The strategies applied to overcome speaking anxiety**

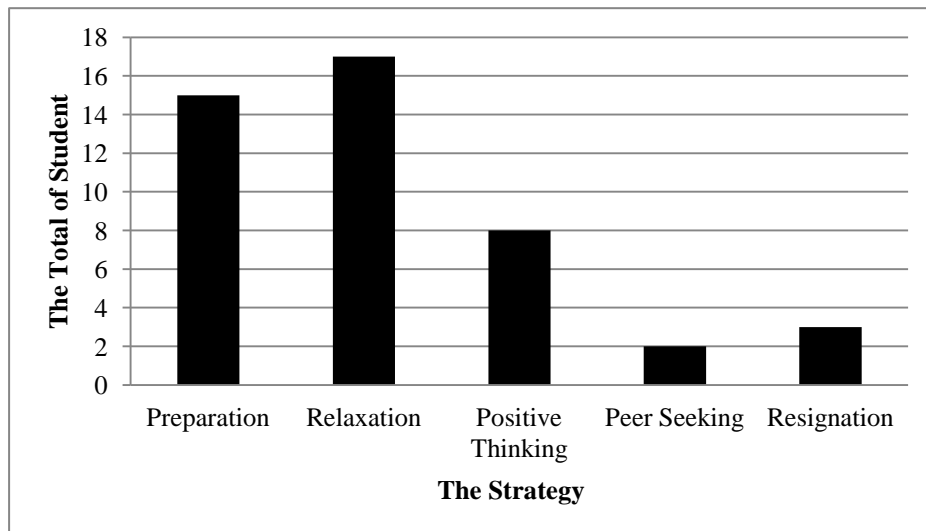
The third research question was answered by looking the second questionnaire and asking the students a question in the second open ended question, the following question “what do you do to overcome your speaking anxiety?” The students’ answers were analyzed and categorized using strategies to overcome speaking anxiety described by David Shinji Kondo and Yan Ying-Ling (2004). They categorize into five categories; there are Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation. To make sure the students’ answer, the researcher also conducted an interview. The interview result can be seen on appendix 14. For the students’ response of the strategies to overcome speaking anxiety, it can be seen on appendix 13.

To make easy in understanding the students answer above, it makes categorizations of the strategies do students’ apply to overcome speaking anxiety based on David Shinji Kondo and Yan Ying-Ling (2004) theory that display on table 4.2 and figure 4.6 in the next page.

**Table 4.2 The strategies to overcome speaking anxiety**

No.	Name	The strategies to overcome speaking anxiety				
		Preparation	Relaxation	Positive Thinking	Peer Seeking	Resignation
1	Correspondent 1			√		
2	Correspondent 2	√				
3	Correspondent 3				√	
4	Correspondent 4		√			
5	Correspondent 5			√		
6	Correspondent 6	√				
7	Correspondent 7	√				
8	Correspondent 8			√		
9	Correspondent 9				√	
10	Correspondent 10			√		
11	Correspondent 11	√				
12	Correspondent 12	√				
13	Correspondent 13			√		
14	Correspondent 14					√
15	Correspondent 15		√			
16	Correspondent 16			√		
17	Correspondent 17	√				
18	Correspondent 18	√				
19	Correspondent 19		√			
20	Correspondent 20		√			
21	Correspondent 21		√			
22	Correspondent 22		√			
23	Correspondent 23	√				
24	Correspondent 24		√			
25	Correspondent 25		√			
26	Correspondent 26		√			
27	Correspondent 27			√		
28	Correspondent 28		√			
29	Correspondent 29					√
30	Correspondent 30	√				
31	Correspondent 31	√				
32	Correspondent 32		√			
33	Correspondent 33	√				
34	Correspondent 34		√			
35	Correspondent 35		√			
36	Correspondent 36	√				
37	Correspondent 37					√
38	Correspondent 38		√			
39	Correspondent 39		√			
40	Correspondent 40			√		
41	Correspondent 41	√				
42	Correspondent 42	√				
43	Correspondent 43		√			
44	Correspondent 44	√				
45	Correspondent 45		√			
<b>TOTAL</b>		<b>15</b>	<b>17</b>	<b>8</b>	<b>2</b>	<b>3</b>

To summarize the tabulation in the previous page, it can be seen on the following figure.



**Figure 4.6 The strategies to overcome speaking anxiety**

Based on theory from David Shinji Kondo and Yan Ying-Ling (2004) there are five strategies that can be used by students to overcome speaking anxiety. There are Preparation, Relaxation, Positive Thinking, Peer Seeking, and Resignation. The summary shows that there were 15 students who used preparation strategy, 17 students who used relaxation strategy, 8 students who used positive thinking strategy, 2 students who used peer of seeking strategy and 3 students who used resignation strategies to overcome their speaking anxiety.

The first strategy is “Preparation” with the total 15 students. This is the second higher strategy that the students used to overcome speaking anxiety. In this strategy students try at controlling their self by increasing learning and study approaches, for example: study hard. In this research, this strategy show by the students that prepare their material before presentation. They said that they usually prepare their

material at home. Based on 15 students, they believe that this strategy is effective to overcome their speaking anxiety.

The second strategy is “Relaxation” with the total 17 students. This is the first higher strategy that the students used to overcome speaking anxiety. The objective of this strategy is reducing anxiety symptoms. Making calm down the body by doing something, for example: take a deep breath’ and try to calm down. They used this strategy when the teacher came until they speak English in front of class. According to 17 students, they believe that this strategy is very effective to overcome their speaking anxiety.

The third strategy is “Positive Thinking” with the total 8 students. This is the third higher strategy that the students used to overcome speaking anxiety. Positive thinking is a way of thinking process which use positive motivation for ourselves that everything will be okay. They try to convince themselves that they can speak English well and they used this strategy when the teacher came until they speak English in front of class. Eight students believe that this strategy is effective to overcome their speaking anxiety.

The forth strategy is “Peer Seeking” with the total 2 students. This is the lowest strategy that the students used to overcome speaking anxiety. Peer seeking is distinguished by students’ motivation to look for other students who have a problem to understand the class or control their anxiety, usually they used this strategy when the teacher came until they speak English in front of class. For the anxious student, they think that other students have the same problem like them.

The fifth strategy is “Resignation” with the total 3 students. This is the forth higher strategy that the students used to overcome speaking anxiety. Resignation is described by students’ unwillingness to do anything to bring down their speaking anxiety. Resignation

seems intent on minimizing the impact of anxiety by refusing to face the problem. They used this strategy before presentation. According to 3 students that used this strategy, they believe that this strategy is effective to overcome their speaking anxiety.

As the summary, the higher strategy used to overcome the speaking anxiety is “Relaxation”. The second strategy is “Preparation”. The third strategy is “Positive thinking”. The forth strategy is “Resignation” and the lowest strategy that used by the student is “Peer seeking”.