e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

A STUDY OF STUDENTS' ANXIETY IN SPEAKING

Ardhea Rosana Putri[1], Evi Zulida[2], Rahmiati[3], Surya Asra[4], Fadlia[5]
[12345]Department of English Education, Samudra University
Langsa, Aceh, Indonesia

Abstract

This study aims to describe about the factor cause students' anxiety in speaking and the students strategies to cope the anxiety in speaking in Grade X of SMAN 5 Langsa as participants. There are 21 students as participants researcher take by purposive sampling. Researcher also take 3 students in every class.The Method used in this study was descriptive qualitative. The data were through structured Interviews and classroom observations. The data were describe by interview transcripts. The result of this study describe three factors that cause students' anxiety in speaking English. The first is Self Perception of students that always feel English is difficulty to Learn and speak. The second factor is Class Condition of Performance make students got anxiety when they speak in front of friends and teacher. The third in students' Anxiety in speaking English is Fear of Making Mistakes. The result of this study also found there are three strategies that students used to cope the anxiety in speaking English. The first is Preparation, eight students did preparation always felt better before speaking English. The second is Positive thinking, seven participants did positive thinking can cope the anxiety in speaking English. The last is Relaxation, there five students take this strategies if students feel anxiety and failed speaking english.

Keywords: Anxiety, Speaking

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

1. INTRODUCTION

English as foreign language have a difficulty to learn and teaching process. In Indonesian, Language english must be to learn with some skills. The skills in learning english are Listening, Speaking, Reading and Writing. The skills must be managed for people in learning english. One of some skills thay have a big difficulties for students is Speaking.

Speaking is one of the skills in English that students have as learner of foreign language even it is difficult . Ladouse (cited in Nunan, 1991: 23) argued that speaking as the ability to express oneself in the situation, the activity that report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means, the speaking skills used to verbal communication in teaching learning english in the class.

Speaking is a common problem faced by the learners in language learning. Many learners' stated that they had spent so many years studying english language but they cannot speak it appropriately and understandably (Bueno, Madrid, & Mclaren,2006 cited in Lai-mei leong, 2017: 35). It means speaking is the most difficult skills that students have problem in learning english.

In the English learning process, speaking tends to make students' emotion change becomes anxiety and nerveousness. Many researchers (Dewaele & MacIntyre, 2014; P. D. MacIntyre & Gardner, 1991 cited in IJFLT, 2019 : 141) pointed out that the skill creating most anxiety is speaking. This anxiety comes from lack of selfconfidence in our general linguistic knowledge, but if only this element were involved, all skills would be affected equally. Wortman, Loftus and Weaver(2000) stated that anxiety is sensitive feeling of apprehension or fear. Many experts agreed with their opinion. Then, Badran(2005) explained anxiety as a strong emotion from feeling of apprehension which predict something bad will be happened. Thus, anxiety has received attention as an important component of personality trait in Second Language Acquisition research (Saville-troike, 2006: 86).

In the process of acquiring academic score, the anxious learners need more sufficient time to prepare and practice the task. They effort to keep their self-esteem from languge anxiety to performs as good as the non-anxious learners (Maclntyre & Gardner, 1994, cited in Argaman & Abu-Rabi, 2002: 152). I got the point, that the level or amount of anxiety that students have depends on their preparation and maturity to begin the process of learning as foreign Language. The more students do not prepare, the greater anxiety can arises them.

Anxiety in speaking english is the students got anxiety when they want to speak or answer about the question or just a little speech. Some students feels like they do not make a mistakes in front of their friends or teacher. It makes the students never speech in english language in teaching learning process. Students perspective can make anxiety is apear in themself. Based on some expert, reseacher got points that anxiety is feeling of apprehension that caused somebody always thinks future event always bad and afraid about did the mistakes when speak english unwell. It makes students can get the high speaking skills in their class.

According to Horwitz et al (1986: 127 cited in Ravica 2016: 2) language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: (1)

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

communication apprehension(CA), (2) test anxiety,(3) fear of negative evaluation (Tanveer 2007: 11). This description will general for the causes of students anxiety in speaking english (foreign language).

2. REVIEW OF LITERATURE

2.1 DEFINITION OF ANXIETY

Anxiety is the fear feeling of something that will be happened or psychological phenomena that appears inside human body. The anxiety is not just about the feeling inside body but anxiety was found that happened by some causes outside human body. The signs of anxiety can found by body language or by communication. Feeling nervous, panic, shy, stammer or tension is simple signs by anxiety. Most of signs anxiety can founded by test anxiety or approaches especially in teaching learning english as foreign language.

There are some opinions by expert that supported the theory of anxiety that researcher found. According by Spielberger Anxiety is a subjective feeling of tension, apprehension, nervousness and worry associated with arousal of the nervous system. They feel shy and uncomfortable when they speak english in front of classroom. This is the reason researcher found the signs of anxiety in classroom. many students often get anxiety when facing difficult academic tasks. Students with learning disabilities often face more anxiety than general education students (Nelson & Harwood 2011). In addition, According by Ruffins, the anxiety psychological symptoms among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments or lack interest in a difficult subject whereas the psychological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach.

According to (Tobias 1979 cited in Andrew Yauin AESS 2011: 2064), anxiety may work as amental block to cognitive performance at all three cognitive stages: Input, Processing, and Output. In other words, anxiety arousal,which is typically associated with self-depreciating thoughts, fear of failure,or worry over performance procedures,may complete for cognitive resources that normal cognitive processing will demand. The anxiety happen when in processing and output it's not working. It means when any process in students' mind and the result is well, the anxiety never appear in themself. When the process was disturbed, the anxiety will be appear in their mind and their body. The response of bad process is got panic or worry when student perfomance their knowledge or their skill.

2.2 THE NATURE OF ANXIETY IN PSYCHOLOGYCAL

According to Drs. M. Dimyati Mahmud (2018: 281) that translated in bahasa, anxiety is one of the most common neurotic symptoms is the constant fear. In contrast to the usual fears that are the response to the fearsome stimuli that new occurs, the neurotic fear is a response to the hardships that have not yet occured. Anxiety can be mild, can be severe, can be persistent. If it's mild but continuous, it's called worry. If once in a while but the weight is called panic. It means the anxiety can measure in 2 category, worry and panic. Its not just about the panic with something, but if someone got panic and fears in succession we can called this is an

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

Anxiety. Although the sound of anxiety and fear similar, both are actually different. Halgin and Whitbourne describe that fear as a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen. In this theory, researcher got a point that fear and anxiety are two different condition and situation that happened on subject. When subject got fear it means this is a natural response when something in a bad situation. In other hands, anxiety its happened when subject think about their bad future that will be happened.

"Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson, & Atkinson, 1971 cited in Tanveer, 2007: 3). In other words, the anxiety is psychological disorder that happen when subject got e fear or worry of something that unclear. A fear about a bit of ambiguity and invisible happen on subject when they got a anxiety. It means the anxiety is feeling that never can describe with natural words because it happen in their feeeling or their mind of subject.

According to Richmond (2015: 95), "the line between stress and anxiety can become blurred as they are similar in many ways and result in many of the same symptoms". Stress symptoms can see with external causes, while anxiety - with internal state of the person. They are sort of two sides of one coin. It is very possible to compare both of those problem if happen on subject.

2.3 TYPES OF ANXIETY

Based on some theory, any three types of Anxiety. There are State, Trait Anxiety and Situation-specific anxiety. According to Spielberger (1972, 1983 cited in Evrim Onem 2010: 22) a distinction between state and trait anxiety has become common place. State anxiety is defined as an unpleasant emotional arousal in face of threatening demands or dangers. A cognitive appraisal of threat is a prerequisite for the experience of this emotion (Lazarus, 1991). Trait anxiety, on the other hands, reflects the existence of stable individual differences in the tendency to respond with state anxiety in the anticipation of threatening situations.

In some theory, according to Ormrod, State Anxiety is temporary feeling of anxiety elicited by a threatening situation. It means this type of anxiety happen on subject based on situation that will be faced or ongoing situation. According to Ormrod Trait Anxiety is pattern of responding with anxiety even nonthreatening situations goes away. The trait anxiety happened for long time and it keeps coming out in subject. The subject that got trait anxiety always feeling fear or worry about something.

The third category, Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner 1991: cited in Tanveer, 2007: 4). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis 1994: 480). In this category anxity is mixted experinced in a well-defined situation.

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

2.4 FOREIGN LANGUAGE ANXIETY

Richmond (2015: 95) stated that stress and anxiety can become the same as they are similar in many ways and result in many of the same symptoms, but both are different. Stress deals morewith external causes, while anxiety - with internal state of the person. .

The experience of language anxiety from learners are various. According to Ying (2008), language anxiety is caused by learners personal and interpersonal, learner beliefs about language learning, teacher belief about language anxiety, teacher-learner interactions, classroom procedures and language testing. Sanders and Wills (2003) said anxiety in general as "a complex, multifaceted experience, a feeling which comes flooding intoour whole selves, affecting many different aspects of our being". In learning foreign language, anxiety is a feeling of the worry aroused the negative emotional reaction when learning or utilizing a second language (Young, 1999). Likewise, language anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz, & Cope, 1986). MacIntyre and Gardner (1994) also believe that language anxiety is the feeling of tension and apprehension especially associated with second language contexts, including speaking, listening, and writing".

In general, there are two approaches to the description of language anxiety: (1) Language anxiety in the broader construct of anxiety as basic human emotion that maybe brought on by numerous combinations of situational factors (McIntyre, 1995; McIntyre & Gardner, 1989 cited in Tanveer, 2007: 2). (2) Language anxiety as a combination of other anxieties that create a separate form of anxietyintrinsic to language learning (Horwitz et al., 1986: 128 cited in Tanveer, 2007: 2).

2.4 FACTORS TO CONTRIBUTING FOREIGN LANGUAGE ANXIETY

There are four Factors that Contributing with Students' anxiety in Self-concept and Classroom Environment:

a. Self Perceptions

One of the factors that provoke students' anxiety in speaking English is their own self-concept. Some expert have opinion about the self perception that make students anxiety. Laine (1987: 15 cited in R Herwanto 2013: 27) states the totality of an individual's thoughts, perceptions, beliefs, attitudes and values can caused self-concept of person and known as self-esteem (Coopersmith, 1967: 5). Lee (2004: 198 cited in R Herwanto 2013: 27), "self-esteem is a personal judgment of worthiness that is express in the attitudes that individuals hold towards themselves. It means what the students perception or feel when they speak english is fluently about the anxiety. If students have a bad one perception, beliefs or behaviours the anxiety is big in their self esteem. Self perception or self esteem is have a big effect in learning english, moreover in speaking skill. It is not small problem that teacher can ignore.

b. Students' Beliefs about Language Learning

Horwitz (1988: cited in Ohata, 2005: 138) pointed that a number of beliefs derived from learners' irrational and unrealistic conceptions about language learning. It means teacher have details to teach English as foreign

language because in speaking, students have to make sure before saying words in English. (2)" some students attach great importance to speaking with excellent native-like accent". Even though accent is interesting when we speak, students have to regard that in speaking english we have to accurate and must be have a good pronounciation even students is nonative speaker. (3)" others believe that it is not okay to guess an unfamiliar second/foreign language word". Before speaking english, student have to know all of the verb in English, it is make anxiety is less in learning english. (4)"some hold that language learning is basically an act of translating from English or any second/foreign language". In fact, English can not translated directly from the main language to target language. (5) "some view that two years are sufficient in order to gain fluency in the target language". To speaking english fluently must be take a time, everyone have different skills to learning english. (6) "some believe that language learning is a special gift not possessed by all".

c. Teachers Beliefs about Language Teaching

Same as students' thought, some teachers also have their own beliefs about language teaching. According to Brandl (1987: cited in Onwuegbuzie et al., 1999: 220 cited in R Herwanto 2013: 30) asserted that instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students. If the teachers correct students' mistakes inappropriately, it can lead them to feel fear of negative evaluation as explained before. It means the anxiety in speaking english just not from the students beliefs about language learning, but teacher have a big influence about teacher beliefs in the class when teaching learning process.

d. Classroom Procedure

The main activities in speaking English class is asking students to speak in front of class. This activity can provoke their anxiety. Koch and Terrell (1991: cited in Horwitz, 2001:118) found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. Students will be relaxed to speak in the target language when paired with a classmate or in the small groups of three to six than into larger groups of seven to fifteen students. The more students enter the group to speak english, the smaller anxiety occurs in every students.

2.5 STUDENTS STRATEGIES TO COPE THE ANXIETY

The anxiety that happen in students must be cope by some strategies. Every students have the strategies to reduce or solve the anxiety by different way. In this research students can cope the anxiety by five strategies that taken from Kondo and Ying-Ling (2004). The strategies are Preparation, Relaxation, Positive Thinking, Peer Seeking and the last is Resignation.

2.5.1 PREPARATION

Zeidner (1998: 66 cited in Kondo and Ying-Ling 2004: 263), said that preparation which is obviously task-relevant in nature, was found tobe used by students with high anxiety as frequently as by those with lowanxiety. Active coping,

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

or problem-focused coping, is generally moreefective than either emotion-focused or avoidance-oriented coping instress reduction, and is preferred by most people. Congruence between active coping and Preparation is obvious; both provide a sense of masteryover the source of the stress, divert attention from the problem, and discharge energy following exposure to threat.The students can cope the anxiety with preparation before learning and speaking english in the class. Preparation is most important thing to do in teaching learning process especially in speaking English.

2.5.2 RELAXATION

According to Grasha (1987, cited in Ravica 2016: 2) suggests that breathingdeeply in and out for three to five minutes is an effectiveway to reduce tension. If one is well prepared and stillisstruggling with the feeling of anxiety and fear, relaxation,which involves tactics that aim at reducing anxiety symptoms, is offered. Students must be take a breath or calm down when speaking english. This strategy purpose to losing students fear in speaking english in the class.

2.5.3 POSITIVE THINKING

This point correlated with the second strategies, because both of strategies from the students self esteem. In positive thinking students trying to reduce the anxiety when speak english. In this case, positive thinking as a psychological factors to coping the language anxiety and to losing a fear of being anxiety in the class. According to Horwitz et al. (1986, cited in Ravica 2016: 5) note that language anxiety shared some common mental characteristics, such as fear of being ridiculed in class, too shy to communicate with others, and anxious of under-performing compared with the other learners.

2.5.4 PEER SEEKING

According to Kondo and Ying-Ling (2004: 262) 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. In other words, students feel better when find the person that have a same problem. When both of students feel the same with problem, the anxiety is decrease from previously when students not found other person. Thats normal to happening in English classroom when students have a opinion that peer seeking is more comfortable.

2.5.5 RESIGNATION

"Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety (e.g. giving up, sleeping in class). Students reporting examples of Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem" (Kondo and Ying-Ling 2004: 262). It means some students feel giving up when they try to speak english and choose to have the anxiety in students-self. They do not want to try and re-try after failing becausethey are afraid of more stress. They may ask themselves"why should I try to learn if I will fail again and again?".This explanation is also supported by Ely (1986, cited in Ravica: 5). She

notes that one characteristic of anxiouslearners is reluctant to take risks. Resignation seems to beone possible strategy.

3. METHODOLOGY

The topic of the study is the factors of students' anxiety in speaking english and to cope this problem in SMAN 5 Langsa especially in class X by students startegies. Mack *et.al* added that descriptive qualitative research is used by observation and interview the participants to obtain the information of the phenomenon (Mack *et.al*, 2005: 3). It means in this research method the information are obtained by observation classroom and in-depth interview with the students.

In collecting data, the researcher takes these following steps :

- The first step was observation of the situation in the school. The researcher was observed about 1 years ago when take teaching practice and take observe again in august 2019.
- The second step is in-depth interviewing students to get information about the problem in the school especially in grade X.
- The fourth step is analyze and interpreting data to clear information that researcher got from previously step.
- The last is conclude all of the information of data.

4. RESULTS

4.1 DATA ANALYSIS

Based on the data that researcher got, there are 21 Students that researcher take as Participant, but any 20 Participants got Anxiety and have experience with nervous. 1 of 20 participants claimed that she never got nerveous or anxiety when speak English and when Learning English process. Before take Interview as collecting data, researcher take Observation start from 02 August 2019 with aim in this observation researcher knows about the activity, behaviour and activeness of students in every class in SMAN 5 Langsa. Observation did in every class when teacher did language teaching and learning. The observation just did in class X and researcher took notes and write some points that got when observation going on. Researcher also take sample by purposive sampling. Based on Observation, and Interview, researcher got the answer about The Factor make Students' Anxiety in speak English and Students Strategies to Cope the Anxiety. The following data are :

4.1.1 The Result of Factors Students' Anxiety in Speaking English

This research was conducted on August 02-10, 2019 and obtained 20 students as respondents of class X with 1 session of interview. According to the Tanveer (2007), any four factors cause the speaking anxiety : self perception, students' beliefs about language learning, teacher beliefs about language teaching and classroom procedure. After researcher take the research in SMAN 5 Langsa, researcher found there are three factors that make students' Anxiety in speaking English. The factor that researcher got are Self Perception, Class Situation of Performance and Fear of Making Mistakes.

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

1. Self perception

One of the factors that make students' anxiety in speaking English is self-concept. According to Laine (1987: 15 cited in R Herwanto 2013: 27) that self-concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as an object. Students feels difficulty when they speak and learning english. In the mind concept about speak English is always bad. Their perception, speak English is so difficult and This result based on their opinion when answer interview. students feel difficult about english as second and foreign language. Students feel difficult to speak or just write the words of english. In other words if students not feel difficult about learning and speaking english, students must be does not got anxiety in themself. Researcher found 10 participants that have Self Perception as factor that make Anxiety.

2. Class Condition of Performance

The second factors that make students' Anxiety in speaking English is the Students perform a speaking in front of teacher and friends in the class. According to Nation and Newton (2009: cited in Asian Journal of Educational Research 2015: 9) believe that performance conditions can affect their speaking performance. Nation and Newton (2009) also suggest include time pressure, planning, the standard of performance and the amount of support. Students got anxiety when they speak up in front of the class. Condition in the clasroom make students got anxiety when they speak. Based on data that researcher got from interview, the factors make students anxiety is students feel nervous and anxiety when they speak in front of their friends and their teacher. 6 from 20 participants got anxiety depends on condition in their class shen they speak English. It means class condition is a big problem for students' anxiety when performance in front of the class.

3. Fear of Making Mistakes

According to Price (1991 cited in JLLS 10(1) 2014: 3) found that speaking in front of their peers is a very Anxiety provoking activity for the foreign language learners because the learners were concerned about making mistakes in pronounciation and being laughed. Based on interviews any some students felt the same thing about their anxiety when made a mistakes. They were very afraid of making mistakes when they speak up . Any 4 students feel afraid and worry making mistakes as a problem that make students got anxiety.

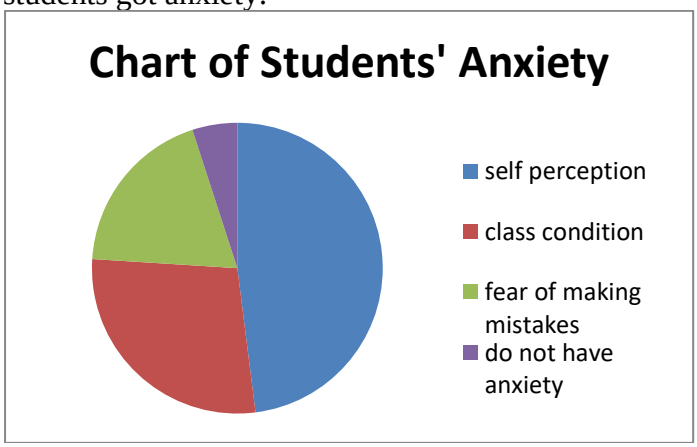


Figure of **4.1.1 The Result of Factors Students' Anxiety in Speaking English**

e-ISSN: 2723-1623
p-ISSN: 2723-1615

ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

- 48% participants have self perception as a factor of students' Anxiety
- 28% participants have class condition as a second factor of students' Anxiety
- 19% participants have fear of making mistakes include to third factor of students' Anxiety
- 5% participants do not have Anxiety and Nervous

4.1.2 Students Strategies cope the Anxiety in Speaking English

After all interviews that researcher got in SMAN 5 Langsa class X there were some strategies that make students used to cope the anxiety in speaking English. Any some differences between strategies from Kondo and Ying-Ling and strategies by students in cope the anxiety. The data that researcher got for strategies are Preparation before learning English, Positive Thinking and Relaxation.

1. Preparation

According to Zeidner (1998: 66 cited in Kondo and Ying-Ling 2004: 263), preparation which is obviously task-relevant in nature, was found tobe used by students with high anxiety as frequently as by those with low anxiety that mean some students feel better when take a preparation before learning English such as reading or check the practice in the last meeting. Active coping or problem focused coping, is generally more efective than either emotion focused or avoidance oriented coping instress reduction and is preferred by most people. Based on data from interview that researcher got**,** any eight from twenty students said that they did preparation as a strategies of cope the anxiety. They said preparation before speaking and learning English make a feel better than never did a preparation.

2. Positive Thinking

The second strategies to cope the anxiety by students is Positive Thinking. This point correlated with the second strategies, because both of strategies from the students self esteem. In positive thinking students trying to reduce the anxiety when speak english. In this case, positive thinking as a psychological factors to coping the language anxiety and to losing a fear of being anxiety in the classroom. According to Horwitz (1986, cited in Ravica 2016: 5) note that language anxiety shared some common mental characteristics, such as fear of being laughed in class, shy to communicate or speak with others, and anxious of under performing compared with the other learners. Researcher found seven participants did positive thinking to cope the anxiety.

3. Relaxation

According to Grasha (1987, cited in Ravica 2016: 2) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension. Relaxation is an option that students used to cope the Anxiety in the xlassroom. Based on data that researcher got, any five participants did Relaxation for cope the Anxiety in Speaking English.

e-ISSN: 2723-1623
p-ISSN: 2723-1615
ELLITE
Journal of Education, Linguistics, Literature and Language Teaching

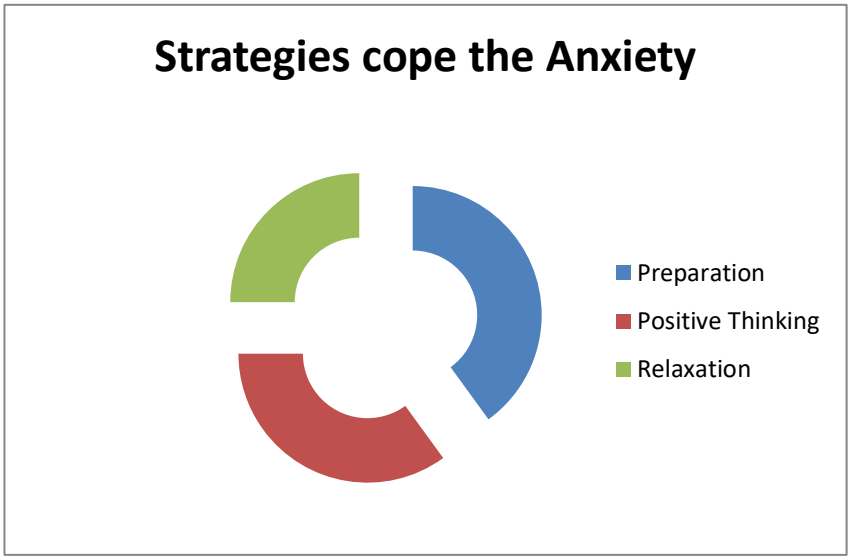


Figure of **4.1.2 Students Strategies cope the Anxiety in Speaking English**

Based on the data in strategies of cope the Anxiety, we can conclude that :

- 40% Participants did preparation as a strategies to cope Anxiety and feel better.
- 35% Participants using Positive thinking as strategies to cope Anxiety.
- 25% Participants trying to Relaxation as strategies to cope Anxiety.

5. CONCLUSION AND SUGGESTIONS

Based on the result that researcher identified and analyzed the data in the previous chapters, the researchers found several conclusions. From the data analysis, the researchers found that there are three factors that make students' Anxiety in speaking English in SMAN 5 Langsa especially in class X.

1. Three factors that make students' Anxiety in speaking English :

The first factor is Self Perception of students that always feel English is difficulty to Learn and speak. The words and structure in English make students feels like English is complicated Language that every students have to learn again and again. The second is Class Condition of Performance, condition in the class make students got anxiety when they speak in front of friends and teacher. The third factor is Fear of Making Mistakes students always think a bad future when students start to speak english.The student was afraid if made mistakes, other learners will have reaction laugh and make a bad assumption.

2. Three strategies to cope the Anxiety in speaking English are:

The first is Preparation, the second is Positive Thinking and the last is Relaxation. Students used the three strategies for cope the anxiety when they speak English.

Students must be deal with problem of anxiety. If students know about what make they anxiety, they must be through this problem. Students have to respect each other. In order to make Anxiety lost in theirself. If the students know what the factor cause anxiety, students in naturally have startegies to cope the anxiety.

REFERENCES

Buenos, A., Madrid, D., & McLaren, N. (2006). TEFL in Secondary Education. Granada: Editorial Universidad de Granada.

Demir, H. (2015). Speaking Anxiety among Turkish EFL students (Case of IBSU).
Journal of Education – Volume 4, Issue 2, p.37-4.

Demir, H., Prangishivili, M, (2014). Coping with Speaking Anxiety with Application of Technical Devices. Second International Research Confrence at the Faculty of Education, on Education, English Language Teaching, English Language and Literatures in English.

DR. Kartini, Kartono. 1990. Pengantar Metodologi Riset. Penerbit: Mandar Maju, 392 hal.

Herwanto, Rio. (2013) Factors that cause language anxiety in english classroom speaking perfomance in SMP NEGERI 4 Pakem Yogyakarta.

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. 1986. Foreign Language Classroom Anxiety. The Modern Language Journal. Vol. 70 (2), 125-132

Horwitz, E. K. 1988. The Beliefs about Language Learning of Beginning University Foreign Language Students. Modern Language Journal. 72, 283-94.

Horwitz, E.K., & Young, D. J. 1991. Language Anxiety: From Theory and Research to Classroom Implications. Englewood Cliffs, NJ: Prentice Hall

Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: the case of students of English in Japan. ELT Journal Volume 58/3 July Oxford University Press,

MacIntyre, P. D. (1995) 'Hoe Does Anxiety Affect Foreign Language Learning: A Reply to Sparks and Ganschow', The Modern Language Journal, Vol. 79(1), pp. 90-99.

MacIntyre, P. & Gardner, R. C. (1991) 'Investigating Language Class Anxiety Using
the Focused Essay Technique', The Modern Language Journal, Vol. 75 (3), pp. 296304.

Mahmud, M. Dimyati. 2018. Psikologi Suatu Pengantar. Yogyakarta: ANDI, Yogyakarta: BPFE.

Mustachim, Anggiyana (2014) Students Anxiety in Learning English (A case study at the 8 grade of SMPN 9 South Tanggerang). Islamic University Syarif Hidayatullah Jakarta, 2014.

Ravica, Rayani (2016) Students' Anxiety in English Learning (A Study At The Eight Grade Of SMPN 1 Tambusai). University of Pasir Pengaraian.

Spielberger, C. D. (1983) 'Manual for the State-Trait Anxiety (From Y)'. Consulting Psychologists Press, Palo Alto, CA.

Sugiyono. 2008. Metode Penelitian Bisnis. Penerbit ALFABETA, Bandung.

Sugiyono. 2012. Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta.

Tanveer, Muhammad. (2007) Investigation of the factors that cause language anxietyfor ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language. University of Glasgow.

Vitasari, Prima (2010) The Relationship between Study Anxiety and Academic Performance among Engineering Students. University Malaysia Pahang.

Yau, Andrew (2011) Glossphobia of university Students in Malaysia. International Journal of Asian Social Science 2 (11):2061-2073.