

AN ANALYSIS STUDENTS' STRATEGIES IN OVERCOMING ANXIETY IN SPEAKING ENGLISH

Nur Aeni¹, Hasnawati Latief², Awalia Azis³
^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia
nuraenireny10@gmail.com

ABSTRACT

This study aimed to find the students' strategies in overcoming their anxiety in speaking English. The data was collected from third semester students of English Department who learned Speaking English Subject. This study used descriptive quantitative research design. The instruments used were interview and questionnaire. The interview was distributed to 21 students from class BG3B, based on the result of interview the researcher took 4 students who had not anxious and 17 students had anxious to gave questionnaire. The interview used as got sample. The questionnaire used was Likert' scale. Based on the result of questionnaire, the students preferred to relexation strategy to overcome their anxiety in speaking English. The percentage of relaxation were 97,5%. The second strategy was preparation there were 93,01%. The third strategy was positive thinking, there were 75,2%. The fourth strategy was peer seeking, there were 63,5%. And the lowest strategy was resignation, there were 34,3%.

Keywords: *Speaking, Strategy, Anxiety*

ABSTRAK

Penelitian ini bertujuan untuk menemukan strategi siswa dalam mengatasi kecemasan mereka dalam berbicara bahasa inggris. data dikumpulkan dari mahasiswa semester tiga jurusan bahasa inggris. penelitian ini menggunakan penelitian kuantitatif deskriptif. Instrumen yang digunakan adalah wawancara dan kuesioner. Wawancara dilakukan kepada 21 siswa dari kelas bg3b, berdasarkan hasil wawancara, peneliti mendapatkanl 4 siswa yang tidak cemas dan 17 siswa yang merasa cemas selanjutnya peneliti memberikan kuesioner terhadap siswa yang memiliki rasa kecemasan. Wawancara digunakan sebagai sampel dan kuesioner di gunakan untuk mencari strategis siswa. Kuesioner yang digunakan adalah skala likert. Berdasarkan hasil kuesioner, siswa lebih suka menggunakan strategi relexation untuk mengatasi kecemasan mereka dalam berbicara bahasa inggris. Persentase relaksasi adalah 97,5%. Strategi kedua adalah persiapan sengan persentase 93,01%. strategi ketiga adalah berpikir positif, yaitu 75,2%. Strategi keempat adalah pencarian teman yaitu 63,5%. dan strategi terendah adalah pengunduran diri yaitu 34,3%.

Keywords: *berbicara, strategi, kecemasan*

INTRODUCTION

Speaking is the first way to do the interaction and communication. The people express their ideas and communicate what they want orally. Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language. And according to Bahrani and Soltani (2012) as a real communication, speaking allows the interlocutor to accomplish a task, such as conveying a message, obtaining the information, or expressing an opinion.

In addition, Gebhard (2000) states that there are some problems in teaching students to speak English. Those problems are the students won't talk, the error treatment and any native speaker can teach conversation. On the other hand, Juhana (2012) revealed that psychological factors that hinder students from speaking are fear of making mistake, shyness, anxiety, lack confidence and lack of motivation. In the reality, anxiety is the common problem experienced by most of students.

Anxiety is the most dominant factor influencing students not to speak English. Elliott and Smith (2010) says that anxiety involves feelings of uneasiness, worry, apprehension, or fear and it is the most common of all the so-called mental disorders. On the other side, Zeidner M and Matthews G (2011) stated that anxiety is considered to be a basic negative emotions, along with anger, sadness, disgust and perhaps others.

Anxiety is divided into two categories such as state anxiety and trait anxiety. State anxiety makes individuals to feel fear under stressful situations and additionally causes individuals to experience psychological difficulties such as blushing and trembling due to stimulation of nervous system. When stress level is high, state anxiety level increases as well. On the other hand, trait anxiety is the state of constant state of discontent and sadness in individuals without a certain reason (Yokus T, 2013)

Santriza (2018) States that the factors of students anxiety are categorized into three major problems, firstly, the factors are categorized as communication apprehension. In this case, the students feel anxious because of embrace feeling when speak in front of class. Secondly, the factors are called as test anxiety. It

means that the students feel worry when they have to face the English test. It is due to the level of difficulty of the test. Lastly, the anxiety is appeared because fear of negative evaluation. It can be implied that someone feels anxious when he or she to speak in every social evaluate situation, such as interview for a job.

According to Sulastiani (2018) there are several effect of students' anxiety such us students forget their preperation, students were confused, stop to speak and made the students uncomfortable to speak English. Furthermore, there are such strategies that students' can use to overcome their anxiety in speaking English. Strategies are the behaviours and technique they adopt in their efforts to learn.

Kondo (2004) stated that the students need strategies to overcome anxiety in speaking. The first strategy, preparation that refers to the attempts at controlling the impending threat by improving learning and study strategies. The second, relaxation which involves tactics at reducing anxiety symptoms. The third, positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. The fourth strategy, peer seeking is distinguished by the students' willingness to look for other students who seems to have trouble understanding the class and/or controlling their anxiety. And the last is resignation. It is characterized by students' reluctance to do anything to alleviate their language anxiety.

MATERIALS

1. The Concept of Speaking

a. Definition of Speaking

Speaking is the process of communication to share the information between the speaker and the listener. The information sent by speaker should be clear so the listener can understand the content of information. The statement is supported by some theories below. Speaking is the same as oral interaction which are conventional ways of speaking information, expressing our idea, and thought have in our mind (Nunan, 1991: 40).

Chaney in Nurhilaliah, 2018 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.

According to Burns & Joyce, 1997 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.

b. Element of Speaking

According to Harmer (2007) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. Speaking has some important components, there are:

a) Grammar

One factor in influencing the students' speaking proficiency is the functional grammar, the frequency of the students' activity is that the students' sometimes want to speak with other people but they have lack functional grammar. According Ur P (1991: 75) grammar is sometimes defined as 'the way words are put together to correct sentences'. This is, as we shall see presently, an over-simplification, but it is a good starting-point (and an easy way to explain the term to young learners). While, Webster (1996: 275) defines that grammar is branch of linguistics study that deal with classes of words, their inflection or their means of indicating relation to each other function and relation in the sentences as employed according to established usage and that is sometimes extended include related matter.

b) Vocabulary

According to Ur P (1991: 60) vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word. While, Oxford Dictionary (2008: 495), vocabulary is all the words that a person

knows or uses or list of words with their meaning, especially in a book for learning a foreign language. Vocabulary is a very important language element to be learned before doing speaking. It is impossible to do conversation without mastering vocabulary. Meanwhile students sometimes get trouble in memorizing vocabularies that they have known because they lack of practicing and use them.

c) Pronunciation

Pronunciation is an act or result of producing the sound of speech, including articulation, vowel information, accent and inflection, often with reference to some standard of correctness or acceptability (Webster, 1998:237). According to Ur P (1991: 47) the concept of pronunciation include the sound of the language or phonology, stress and rhythm and intonation. Then, Harmer (1991: 11), pronunciation is how to say a word in which made of sound, stress, and intonation. Pronunciation is an important element of speaking. The lack of pronunciation proficiency will make the listener cannot understand what the message of the speaker want to deliver to.

d) Fluency

According to Marcel in Johan (2008: 11) defines that, fluency is someone is way of speaking dealing with how to produce words in certain period of tones without missing any words on their speech. Fluency refers to how well the learners communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. The continuity and the smoothness of speaking to deliver the message are emphasized. According to Random House Webster Collage Dictionary (1997: 500), fluency refers to be able to speak or write smoothly, easily, or readily to an easy flow.

e) Comprehension.

Comprehension also is the one components of speaking. Hornby (2000, p.194) states that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. For oral

communication certainly requires a subject to respond to speech as well as to initiate.

2. The Concept of Anxiety

a. Definition 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. It is used when the fear is about something in the future rather than what is happening right now. Anxiety is a word often used by health professionals when they're describing persistent fear. The ways that you feel when you are frightened and anxious are very similar, as the basic emotion is the same.

Brown in Maulidiyah, 2014 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. Rholes, Riskind, and Neville in Mulidiyah, 2014 submitted that anxiety may arise following a loss, anxiety on its own appears when a loss is anticipated. May in Mulidiyah, 2014 saw it as "an emotional response to threat to some value that the individual holds essential to his existence as personality.

According to Zeiner (1998: 17) Anxiety is a complex phenomenon and there has been wide disagreement about its definition and criteria. Thus, anxiety has been variously conceptualized as a stimulus condition, as a probability of a harmful future outcome, and as response to a stressful condition

According to Devito, 1986 anxiety can be understand into two perspectives, namely:

1. Cognitive perspective, anxiety (communication apprehension) is a fear of engaging in communication transaction. In this perspective,

someone tend to build their negative feeling and predict negative outcome when they are speaking exactly in front of the public

2. Behavioral perspective, anxiety (communication apprehension) is a decrease in the frequency, the strength, and likelihood in engaging communication transaction. In this perspective, someone tend to avoid the situation when they have to speech or actively engage to the communication transaction. This perspective includes state fright, speech anxiety, and performance stress.

b. Type of Anxiety

There are two kinds of anxiety. They are clarified as the follows:

1. Trait Anxiety

Generally, trait anxiety is a kind of anxiety where a subject is generally anxious in many things. According to Zeidner (1998: 293) states that trait anxiety is a relatively stable condition of the individual, best conceived as a latent disposition or probability to respond with elevated levels of state anxiety under stress. Trait anxiety has also recently been shown to be a multidimensional construct which interacts with specific types of situational stress to influence the level of state anxiety experienced.

According Abdillah V (2018) states that trait anxiety is more intense that depends on ones individual regardless of the situation. Then, Brown (1994) revealed that trait anxiety is more permanent predisposition to be anxious. In this case, someone with trait anxiety experiences anxious in every time. In other word, Ormrod (2011) clarified trait anxiety may appeared even in nonthreatening situation. He continued that this kind of the anxiety can be a character of a person.

2. State Anxiety

State anxiety is defined as a kind of anxiety which is appeared when a person accepted a condition as dangerous, harmful, and threatening him/ her (Spielberg,1992). It means that the person only

experience the anxiety in a given situation. The kind of this anxiety is also temporary. It is because the person only feels anxious in an event which can be dangerous for him.

Briefly, the trait and the state anxiety are differed by the situation and duration. Someone with trait anxiety may feels anxious in every condition in long duration. It can be happened when the other people feel relax. On the other hand, a person with state anxiety will only feel anxious when they think that the situation will risk him. That is why the kind of this anxiety is happened temporary. The anxious feeling will disappeared when the person passed the dangerous event.

c. Kinds of Anxiety

Horwitz, Horwitz, and Cope (1986) figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation.

1) Communication Apprehension.

Communication apprehension is defined as a feeling of shy as the impact of fear to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have less of control in communicative situation. Thus, it influences their speaking performance.

2) Test Anxiety

Commonly, the test anxiety is appeared when the students worry to fail in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test. Even, the students who most prepared often make errors in the test.

3) Fear of negative evaluation

Fear of negative evaluation is defined as the students who are not only get anxiety in taking test. They can feel anxious in every social

evaluative situation, for instance interviewing for a job or speaking in foreign language class.

d. Possible Factors Contributing to Anxiety in Speaking Performance.

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 Price (in Horwitz and Dolly, 1991), being laughed is the biggest factor that causes students' anxiety in speaking.

In other references, Worde (2003) argued that students' fear in misunderstanding what is being said in classroom can lead to communication apprehension. Besides, the way of teaching also can cause the students feel anxious in learning process. For this reason, the teacher should make the comfortable class without threatening them in practicing speaking English (Oxford, 1991).

According to Marwan (2007), the lack of preparation is a big deal toward students' worries in speaking English. In this case, they are scare not perform well in their speaking performance. Horwitz, Horwitz, and Cope (1986) also clarified the factors that contribute the students feel anxious in speaking English. They categorize the factors into three major factors, such as from teacher, material, and from students.

The factor from teacher involves classroom speaking activity and inappropriate ways of teaching. The classroom speaking activity can evoke the fear of negative evaluation by teacher or peers. However, the inappropriate ways in teaching is risky to threatening acts and incomprehensible input. The students' anxiety is also determined by material used in learning process. The excessive and the difficulty level of learning material strongly affect students' worries in speaking activity in class.

The factor from students includes belief about language learning. In this case, the students believe that language is difficult. So, they feel

unable to face the difficulties. The students also think that they should always show the perfect performing in speaking. Moreover, low self esteem, stressful learning experience, and the lack of preparation also often become factors toward students' anxiety in speaking performance.

3. Strategy to Overcome Anxiety

According to Kondo & Ling (2004) that there are five strategies used by the students to overcoming their anxiety in speaking English, namely relaxation strategy, Preparation Strategy, positive thinking strategy, peer seeking strategy and resignation strategy.

a. 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.

b. Relaxation

Relaxation is 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.

c. 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 not 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.

d. 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.

e. 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.

METHODOLOGY

In this research, the researcher used descriptive quantitative method. It means that the 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' in overcoming their anxiety in speaking English. This research had two variables there were dependent variable and independent variable. Dependent variable was the students strategies and independent variable was the language anxiety in speaking English. The population of the research were the students of English Education Department of Muhammadiyah University of Makassar consist of the third semester in the academic year of 2019/2020. It consists of 8 classes. The total numbers of population were 220 students. The researcher only took one class (3B) each consist of 21 students as respondents to interview and based on the result of interview, Sample the students with anxiety then gave questionnaire. Thus, the total of sample were 21 students in the academic year of 2019/2020. The instrument of this research were interview and questionnaire. The researcher gave first interview, its used to find out the students' with anxiety of the class as a sample. After that gave questionnaire to the students as the primary data to found out what strategies students applied in overcome their anxiety in speaking English in the classroom.

DISCUSSION

The description of the data was collected through interviewed as explained in the previous section. The third semester of English department (3B) at Unismuh Makassar were 21 students. Before the researcher gave questionnaire for the students, the researcher should have known the students anxious or not. Thus, the researcher gave interviewed.

In interviewed, there were 5 question based on the characteristic of anxious and the result of interviewed, the researcher found that the students who felt anxious in speaking English were 17 students or 81% and the students who not anxious in speaking English were 4 or 19% students. It means that based on interviewed the

third semester of English department (3B) at Unismuh Makassar mostly felt anxious in speaking English.

After the researcher found the anxious students, the researcher gave the questionnaire for the students to know the strategies that the students applied in overcoming their anxiety in speaking English. It was previously stated that there were five strategies used by the students, namely preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy and resignation strategy. There were 3 items questionnaire of each strategy. So, the total items of questionnaire were 15 items.

Based on the result of the questionnaire, the researcher found that relaxation strategy was frequently used by the students in overcoming their anxiety in speaking English.

a. Relaxation Strategy

Mostly of the students of the third semester English department (3B) at Unismuh Makassar used the relaxation strategy to reduce their anxiety in speaking English. Based on the rate percentage, relaxation was the high percentage than the others. There were 97,5% students chose relaxation strategy. in the questionnaire, there were three items of the relaxation strategy.

The first item of the relaxation strategy was the students try to be calm to overcome their anxiety in speaking English. The result of the questionnaire there were 17 students strongly agree or chose point 5, there were 4 students agree or chose point 4, and there was not chose undecided or point 3, disagree or point 2 and strongly disagree or point 1.

The second item of relaxation was the students take a deep breath to overcome their anxiety in speaking English. There were 20 students chose strongly agree used take a deep breath to reduce their anxiety, there was 1 student agree and there was not student chose undecided, disagree and strongly disagree.

The third item of relaxation was the students try to relax to overcoming their anxiety. There were 18 students chose strongly agree applied try to relax, there were 3 students agree and there was not student chose undecided, disagree and strongly disagree.

There were 5 kinds of scoring of the questionnaire based on Likert' scales namely strongly agree point 5, agree point 4, undecided point 3, disagree point 2 and strongly disagree point 1. Scoring of the first item was 101 point, the second item was 104 point and the third item was 102 point. So, the total score of the three items of relaxation strategy was 307 point and the percentage was 97,5 %.

b. Preparation Strategy

Preparation also the strategy students used.to reduce their anxiety in speaking English. Based on the rate percentage the preparation strategy was the second higher percentage after the relaxation strategy. there were 93,01% students in the third semester English department (3B) at Unismuh Makassar used that strategy. preparation strategy also has three items in questionnaire.

The first item was the students prepare their self better before speak English to overcome their anxiety . There were 19 students chose strongly agree to applied prepare their self better before speak English. There were 2 students chose agree, and there was not student chose undecided, disagree and strongly disagree.

The second item was the students try to get used to using English often or make habit of using English language. There were 14 students chose stongly agree to make habit using English. There were 6 students agree, 1 students undecided and there was not student chose disagree and strongly disagree.

The third items was the students peruse the material before or study hard before speaking English class. There were 9 students chose strongly agree to study hard before speaking English class. There were 12 students agree about that and there was not students chose undecided, disagree and strongly disagree.

There were 5 kinds of scoring of the questionnaire based on Likert' scales namely strongly agree point 5, agree point 4, undecided point 3, disagree point 2 and strongly disagree point 1. Scoring of the first item was 103 point, the second item was 97 point and the third item was 93 point. So, the total score of the three items of relaxation strategy was 293 point and the percentage was 93,01 %.

c. Positive Thinking

Positive thinking was the third strategy that the students used to reduce their anxiety in speaking English. Based on the rate percentage, there were 75,2%

students applied positive thinking strategy to overcome their anxiety in speaking English. Positive thinking also has three items in questionnaire.

The first item was the students always think positively that their able to speak English. There were 6 students strongly agree about that, there were 13 students chose agree to always think positively that their able to speak English, there were 2 students undecided and there was not students chose disagree and strongly disagree.

The second item was the students try to confident when feel nervous and confused to speaking English. There were 3 students stongly agree about that, there were 4 students agree, 14 students undecided about that and there was not students chose disagree and strongly disagree.

The third item was the students imagine their self that can giving a great performance when speaking English. There were 4 students cose strongly agree, there were 5 students agree about that, there were 12 students undecide and there was not students chose disagree and strongly disagree.

The scoring of the first item was 88 point, the second item was 73 point and the third item was 76 point. So, the total score of the three items of relaxation strategy was 237 point and the percentage was 75,2 %.

d. Peer Seeking

Peer seeking also the strategy students used and it was the third strategy that the students used to reduce their anxiety in speaking English. Based on the rate percentage, there were 63,5% students applied peer seeking strategy to overcome their anxiety in speaking English. Peer seeking also has three items in questionnaire.

The first item was the students tell their self that the others also feel anxious. There was 1 student strongly agree about that, there were 3 students chose agree, there were 10 students chose undecided, there were 6 students disagree about that and there was 1 student chose strongly disagree.

The second item was the students tell their self that difficult problems for are also difficult for the others. There were 4 students chose strongly agree, there was not student agree, there was 1 student undecided, there were 14 students feel disagree about that and there were 2 students chose strongly disagree.

The third item was the students try to talk with their around or their friends. There were 3 students chose strongly agree, there were 18 students agree about that and there was not students chose undecided, disagree and strongly disagree.

There were 5 kinds of scoring of the questionnaire based on Likert' scales namely strongly agree, agree, undecided, disagree and strongly disagree. Scoring of the first item was 60 point, the second item was 53 point and the third item was 87 point. So, the total score of the three items of relaxation strategy was 200 point and the percentage was 63,5 %.

e. Resignation

Resignation also the strategy students used and it was the lowest strategy that the students used to reduce their anxiety in speaking English. Based on the rate percentage, there were 34,3% students applied resignation strategy to overcome their anxiety in speaking English. Resignation also has three items in questionnaire.

The first item was the students don't feel to taking class when speaking English class begin. There was not students strongly agree about that, there were 2 students agree, there was not student chose undecided, there were 14 students disagree and there were 5 students fell strongly disagree about that.

The second item was the students prefer to be quiet because fear of making mistake while talking English when the lecturer asks to speak English. There was not students strongly agree, there were 3 students agree about that, there were 3 students decided, there was 1 student disagree, and there were 14 students chose strongly agree.

The third item was the students sleep in the class instead of paying attention to the lesson. There was not students chose strongly agree, there were 2 students agree, there was not students chose undecided, there were 3 students disagree, and there were 16 tudents chose strongly disagree about that.

There were 5 kinds of scoring of the questionnaire based on Likert' scales namely strongly agree point 5, agree point 4, undecided point 3, disagree point 2 and strongly disagree point 1. Scoring of the first item was 41 point, the second item was 37 point and the third item was 30 point. So, the total score of the three items of relaxation strategy was 108 point and the percentage was 34,3 %.

RESULTS

Based on the result of the interviewed, the researcher found that the students who had anxious in speaking English were 17 students or 81% and the students who had not anxious were 4 students or 19%. It means that, result of the interviewed, the students of the third semester English department (3B) of Muhammadiyah University of Makassar mostly anxious felt anxious in speaking English. And based on the result of the questionnaird the researcher found that the students used five strategies to overcome their anxiety in speaking English. The graphic showed that the students mostly used relaxation strategy to overcome their anxiety, the fact there were 97,5 % students used that strategy and followed by preparation were 93,01 % students, positive thinking 75,2 % students, 63,5 % used peer seeking strategy and the students rarely used resignation as the strategy to overcome their anxiety based on the percentage. The fact, there 34,3 % students applied that strategy to overcome their anxiety.

CONCLUSION

Based on the research done by the researcher, the conclusions might be found as follows:

1. The students of the third semester English department (3B) at Muhammadiyah University of Makassar applied five strategies to overcome their anxiety in speaking English namely preparation strategy, relaxation strategy, positive thinking strategy, peer seeking strategy and resignation strategy.
2. Based on the result of questionnaire, the students preferred to relaxation strategy to overcome their anxiety in speaking English. The percentage of relaxation were 97,5%. The second strategy was preparation there were 93,01%. The third strategy was positive thinking, there were 75,2%. The fourth strategy was peer seeking, there were 63,5%. And the lowest strategy was resignation, there were 34,3%.

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