AN ANALYSIS ON THE STRATEGIES OF THE ENGLISH DEPARTMENT STUDENTS TO REDUCE ANXIETY IN SPEAKING CLASS

THESIS

Presented to :

State Islamic Institute of Kediri

In Partial Fulfillment of the Requirements

for the Degree of *Sarjana* in English Language Education

Written by :

AHMAD IMAM SYAIFUDIN

NIM : 9322.055.15

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUT OF KEDIRI
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2019

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Title of Thesis : An Analysis on the Strategies of the English Department Students to Reduce Anxiety in Speaking Class

I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

This thesis is to fulfill the requirement for the degree of *Sarjana (S1)* in English Study Program, State Islamic Institute (IAIN) Kediri.

Kediri, September 17th, 2019

The Researcher,

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ii

NOTA KONSULTAN

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Lampiran : 4 (empat) berkas

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Assalamu'alaikum Wr. Wb.

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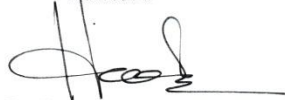
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   Demikian agar maklum dan atas kesediaan Bapak, kami ucapkan terima kasih.

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         Setelah diperbaiki materi dan susunannya, sesuai dengan petunjuk dan tuntutan dalam sidang munaqosah yang diselenggarakan pada tanggal 24 Oktober 2019 kami berpendapat bahwa skripsi tersebut telah memenuhi syarat untuk disyahkan sebagai kelengkapan memperoleh gelar Sarjana Satu (S-1). Jurusan Tarbiyah dan Ilmu Keguruan Program Studi Tadris Bahasa Inggris.

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MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ

"God does not change the condition of a people until they change what is within themselves"[1]

(QS. Ar-Ra'd : 11)

[1]Talal Itani, "The Quran", 14th of November 2012, Retrieved from http://www.holybooks.com/quran-english-translation-pdf-eboo/

DEDICATION

With strongly thanks to Allah SWT

This Thesis is Dedicated to :

1. My everything who always prays and motivates me. Bapak Hadi and Ibu Sukarsih. I can finished all my duties because of their motivation. Thank you so much.

2. My sister : Siti Nur Qoiriyah and My brother Muhaimin Nur Firmansyah who supports my study and always give the best prayer for me.

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Abstract

Syaifudin, A.I. 2019 . *An Analysis on the Strategies of the English Department Students to Reduce Anxiety in Speaking Class*. Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor (1) Dr. Fathor Rasyid, M. Pd. (2) Muhammad Muhyiddin M. Pd.

Keywords : Students' Strategies, Reduce Anxiety, Speaking Class.

Learning English is very important, because English becames an international language, which is used by most communities in the world. Many countries use English as their second language. Speaking class is the main part in communication, but sometimes students have an anxiety which impedes their ability to perform successfully in foreign language class. Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system.The strategies that the students use very useful to reduce anxiety in speaking class. Some students have suggested a variety of strategies to successfully in reducing students' anxiety. Reduce is overcome causes of the students anxiety or anxious moments in speaking English

The formulation of the research problems is what are the strategies of the English Department students to reduce anxiety in speaking class. The objevtive of this research were to know the strategies of the English Department students to reduce anxiety in speaking class. The research design in this research was qualitative approach. The subject of this research third semester students speaking class. The instrument of this reserach is questionnaire.

The finding was the most common strategies to reduce anxiety in speaking class by third semester department of English language education. From the data research the researcher obtained data from the questionnaire for student strategy in reducing anxiety in speaking English in front of the class. From the 100 respondents that were chosen or used by students to reduce anxiety when speaking in front of the class is statement, no.11 (68%) I try to make a habit of studying English frequently, statement no.19 (64%) I take a deep breath when I feel anxious in my English class. From the data is the highest data or the most used by students in reducing anxiety when speaking in front of the class from students third semester department of English language education.

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CHAPTER I

INTRODUCTION

This chapter describes background of the research, the statement of research problems, the objectives of the research, the significance of the research, the scope and limitation of the research and the definition of key terms.

A. The Background of the Research

Language as an element of communications among nations or societies is used to submit ideas and feelings. The world without language like silent world. Language becomes one of the most important things in human life. By language, everything can be expressed meaningfully. As Romaine and Daniel Niettle (2000) said, language helps us to make sense of the world. Society as the language user is always developed. Nowdays, people are not only able to speak in their native language, but also they are able to communicate in foreign language. It shows that language is also developed time by time. Recent people develop their life by many kinds of knowledge and science. Everything can be learnt and those can be useful for human life if it is applied wisely. Language is one of those kinds that can be learnt.Now, English is very important in our life in open prospect in the future. The ability in English, make the learners easier to master all of knowledge. For some science books has written in English as international language. English is one of the most widely used language and it is an important means of communication in the global community. As a matter of fact, it stands to reason that many people would like to learn English. In order to be successful in using English as means of communication. English language learners have to be capable of all the language skills: listening, speaking, reading, and writing. In addition, they need to master various competences related to the language components in that they need to have adequate knowledge of English grammar, sufficient vocabulary size for communicative purposes in English, and accurate pronunciation of English utterances.

One of the most important skill is Speaking. Ur (1996) States: "Of the all four skills, speaking is considered to be able the most important skill. Learning speaking become the greatest interest for foreign language learners". Besides of that, a large percentage of the world language learners study English in order to develop proficiency in speaking. In short, the ability of English is measured by its result in speaking skill or oral communication. Speaking is one of the four language skills which should be developed in teaching English in line with, Hedge (2000) ideas that suggest learning is very important students. For many students learning to speak English is a priority. They may need this skills of variety of reasons such as for exchanging information or for influencing people, like to persuade the other to people to believe about what they said.

Speaking in a foreign language is very complex task because the speaker has to understand the nature of what appears to be involved. For example, learners need linguistics competence to be able to use the language appropriately to given context. It means that learners must also acquire knowledge of how the native uses the language in the context of structured interpersonal exchange, in which many factors interact.

Learning speaking needs more chance to practice the target language teacher must give good speaking activities to support the students' speaking ability. Harmer (2003) states, "Good speaking activities can and should be highly motivating. If all the students participating fully and teacher has set up the activity properly and can then give sympathy and useful feedback they will get tremendous satisfaction from it". The speaking activities can and should motivate the students to practice speaking well. With good activities, the students are motivatedin speaking English well.

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur (1999), some fundamental problems that to appear in speaking class include inhibition,

complete silent, and low participations. Learners often feel afraid to say things in a foreign language classroom. They are usually worried in making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. In addition, learners often complain that they cannot think of anything to say; they have no motivate to express themselves beyond the guilty feeling that they should speak.

The teaching and learning strategy is very important factors in teaching. Teaching strategies are producers used by the teacher which serve as a way of teaching a goal. Language learning strategies in reducing anxiety in speaking English is important because since studying English requires a kind of interaction such as conversing, discussion, and presentation, students who are afraid of making mistakes might perceive these tasks too difficult. Organizing students to do the activities probably give pressure to them. With feelings of discomfort and insecurity. They find it difficult to share their opinions and participate in class discussions. They become worried and anxious in language classroom. According to Larson (2007) "Anxiety can be described as a perceived notion of psychological distress which occurs due to the expectation of disconcerting and potentially threatening event". Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means". This concept was supported by Davidoff (1981) that claerly define anxiety as an emotion characterized by feeling anticipated danger, tension, and distress and by sympathetic nervous system arousal.

Students' anxiety in speaking English in the class is a problem commonly found in teaching speaking, So, students cant' improve their speaking ability. According to Maclntyre and Gardner (1991 as cited in Tsiplakides, 2009) state that: "Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non anxious students". So, Students' anxiety in speaking English very important to be solved. Because, speaking English must

be practice to be success pronunciation and vocabulary, especially to improve their speaking ability.

Many causes of students anxiety in speaking English, it's important for students' to reduce their anxiety in speaking class, because Zhang (2001) says, a contributing factor to learners' success or failure to master second foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language". Especially for third semester studentsdepartment of English language education, this study analyzes the strategies to reduce anxiety of IAIN Kediri. Based on the reasons above, the writer carries out a study entitled: "An Analysis on the Strategies of the English Department Students to Reduce Anxiety in Speaking Class"

B. The Statement of Research Problem

Based on background that has been discussed, the writer formulated the problem as follow;What are the Strategies of the English Department Students to Reduce Anxiety in Speaking Class?

C. The Objective of the Research

Referring to the formulation of the research problem above, the study is intended to uncover;To know the Strategies of the English Department Students to Reduce Anxiety in Speaking Class.

D. The Significance of the Research

In the significance of the study, the result of this study is expected to be and the any use, as follows:

1. For the English lecturers

Through this research, the lectures will be able to increase teaching speaking better, to know the causes of the students' anxiety in speaking class. And how students' anticipates to reduce their anxiety in speaking class.

2. For the students

This study is expected to support the student motivation to study. It can help the students to get target language acquisition well and improve their speaking ability.

3. For the future researcher

This thesis will give some information for another researcher about the strategies to reduce anxiety in speaking class and the result of this study can be used a reference to conduct further researcher on the some topic and also other researchers can use the result of this research as a comparative study.

E. The Scope and Limitation of the Research

In this research, the scope focused on students' strategies to reduce anxiety in speaking English. The lecturer should be able to reduce anxiety effectively.The subject in this research was third semester student department of English language education at IAIN Kediri in academic year 2019.

F. The Definition of key terms

To avoid misconception of some terms used in this study, the researcher defines some key terms as follows:

1. Strategies are steps do by the teaches in teaching learning process to implementating the overral plan and long term, in order to educate, guide and direct students toward a better by Nanang Fatah (2004).

2. Reduce is Overcome causes of the students anxiety or anxious moments in speaking English.

3. Anxiety is a basic human emotion consisting of fear and uncertainly that typically appears when an individual perceives an event as being a threat to the ego or self esteem Harris and Coy (2003).

4. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information by Brown (1994 as cited inBurns and Joyce 1997).

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature review is one of the important part of the research for getting the other sources for supporting the idea. This chapter discusses about the analysis definition, speaking, the anxiety in speaking, the strategies in reducing anxiety.

A. The Analysis Definition

Data analysis techniques in this study used qualitative descriptive analysis. Based on Ibrahim akhmadrandy (2016), analysis qualitative descriptive is a recording procedure to describe or describe the state of the object researched based on fact. As for the goals to be achieved from the used of analytical techniques qualitative descriptive is to try a research by describing it, systematic, structured, factual, and accurate from a fact to an event.

Based on Nurul Alifah and Cahyo (2018) analysis is used to study and modify the explicit conceptual theory of some language. It is usually carried out in the form of research into its conceptual network. The problem motivating constructive analysis is the lack of a relation among concepts in the explicit conceptual theory of a language. Analysis is used to modify the explicit conceptual theory so that the problem is solved within a conceptual theory. This type of analysis studies pre-existing relations in a conceptual theory and proposes a new relation, which is then tested.

B. Speaking

1. The Definition of speaking

Burns & Joyce (1997) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. it is

often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g, declining an invitation or requesting time off from work), can be identified and charted. For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of the need, response to the end, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistics competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, Speech has its own skills, structures, and conventions different from written language. A good speakers synthesizes this array of skills and knowledge to speech act.

2. The purpose of speaking

Basically the main goal of the speaking is communication, which is able to convey your thoughts effectively. The speaker should understand the meaning of everything and trying to communicate with others, speaker should be able to evaluate the effect of communication with the listener, so the speaker can convey their thoughts effectively.

The following are the general objective of Talk by Tarigan (1985), described that speaking has some purposes, which are:

a. To Inform

Informative speaking is used to give knowledge, decide the correlation between things Inform the process, and explain the writing style and when the techniques. For instance when the students were joining the teaching learning process in their school. The information that the teacher had will be communicated to students. Finally, it can be

concluded that the aim of this lesson is to give knowledge as well as to give the information as the particular purpose.

b. To Entertain

In this purpose, an appropriate media that is used is story telling. For example when the teacher told about the story to the students like in narrative text.By doing it, speaking will be more interesting to be heard by the listeners.

c. To Persuade

Usually, this activity is done by the people to do a business. Taken as an example when a businessman wants to persuade the customers. He has to be able to sell it by persuading the customer. This condition can be applied in teaching learning process. The teacher has to make a good service to the students by giving them the example in delivering the material. The teacher also has to make limitation of time. For instance, when the teacher wants to get students' score from an oral test. The teacher has to make limitation of questions and the students have to answer it as soon as possible. The students who want to answer the questions, they have to raise their hand. It is used to persuade the students to be the first.

d. To discuss

Deliberating speaking is used to make some decisions and planning. Discussion is done carefully because the students have to ask a suggestion and thing about the facts. The method used are simple and direct. By doing this activity, the students know the elements of speaking: clarify, orderliness, evidence, arguments, and straight thinking.

3. The Types of Speaking

Mastering speaking is very important. Brown (2003), speaking is a productive skill that can be directly and empirically observed, those

observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test.

Based on Brown (2003), speaking skill has some types. proposed that there are 5 types of speaking skill as follows:

a. Imitative

Deals with the ability to parrot back word or phrase or sentence.

b. Intensive

Refers to the production of short sentences of oral language.

c. Responsive

Focus on interaction and test comprehension but at the limited level of short conversations, standard greetings, small talk, request, and comments.

d. Interactive

Concern with the length and complexity of the interaction are more in interactive task than in responsive ones. The task sometimes includes multiple participants.

e. Extensive

Includes speech, oral presentations, and storytelling. Oral interaction from listeners is either highly limited or ruled out altogether.

4. The elements used in speaking skill

Among the four skills, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. Lado (1977) says that four or five components are generally recognized in analysis of speech process. They are:

1. Pronunciation

       Pronunciation is the way for student's to produce clearer language when they speak. It deals with the phonological process that refer to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2. Grammar

       It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978) that students' ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The unity of grammar also learns the correct way to gain expertise in a language in oral in oral and written form.

3. Vocabulary

       One cannot conduct communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.

4. Fluency

       Fluency can be defined as the ability to speak fluently and accurately. Based on Brown (1997), fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These sign indicate that speaker do not have spent a lot of time searching or the language items needed to express the message.

5. Comprehension

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

6. **The Factor supporting the effectiveness of speaking**

       To make students communicate and become aware of the their language use can not only be achieved by input from teacher. Teachers need to create situations were students get the chance to speak and

communicative with each other. Speaking in the classroom are an important part of teaching English since they help students to develop their language and fluency when talking. Based on Penny Ur (1999) argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. Therefore, activities that developed learners' speaking skills are an important part of a language course. Penny Ur writes about characteristics for an effective speaking activity, they are:

1. Learners talk a lot. Classroom activities must be designed in such ways that provide opportunities for learners to talk a lot.

2. All get a chance to speak. a minority of talkative students should not dominate classroom discussions. And contributions must be fairly distributed. Classroom activities must be designed in ways that help all the students to take risk.

3. Motivation is high. Learners are eager to speak because they are intereste in the topic. And want to contribute to achieving a task objective.

4. Language is comprehensible learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy. The teacher must also base the activity on easy language so that the students can use the language fluently without hesitation.

5. Students speak the target language. The teacher must keep students speaking the foreign language.

C. The Anxiety in Speaking

Anxiety is a state of someone in a state of worry that something will be happen. There are many things to worry about in our lives because we dont know what happens when we can do something. Intention and effort always

wedo there but foe the next thing every time human will not know, this is what causes human to have anxiety disorders. Horwitz, Horwitz and Cope (1986) anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Anxiety has been found to interfere with many types of learning and it is only logical that this would also to second language learning.

1. **The Types of Anxiety**

    There are three types of anxiety identified by some experts, Spielberger (1966).

    a. Trait Anxiety

    Spielberger (1966) defines that "Trait anxiety refers to a stable predisposition to become nervous in a wide range of situation". It means trait anxiety may appear in any situation. People with high trait anxiety are generally nervous people and lack of emotional stability.

    b. State Anxiety

    Spielberger (1966) argues that "state anxiety is subjective feelings of tension, nervousness, and worry, and by activation or arousal of the autonomic nervous system". Moreover, anxiety as a moment the moment experience of anxiety, it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. Shortly, state anxiety happens in some moment because the feeling of nervousness, tension, and worry.

    c. Situation-Specific Anxiety

    "The situation-specific view of anxiety is based on the assumption that certain types of situation are more likely to produce anxiety than others" Toth (2010). According to MacIntyre (1989 as cited in Young 1991), anxiety in language learning is categorized into situation-specific anxiety. They argue that situation-specific anxiety only occurs in particular situation such as giving speech, taking a test, or using other

language. Thus, situation-specific anxiety represent anxiety in language learning.

2. **The Components of Foreign Language Anxiety**

Students' language anxiety may come from some components. Horwitz, Horwitz, and Cope (1986) identify three main components of foreign language anxiety, they are:

a. Communication Apprehension (CA)

Communication Apprehension arises from someone's fear and shyness when it comes to communicate with others. Communication Apprehension in foreign language learning comes from someone's personal knowledge. Based on the components of foreign language anxiety is communication apprehension, people are usually afraid of oral Communication that is about speaking and listening. They might get difficulty to make someone understands and to understand someone.

b. Test Anxiety

Test anxiety is related to someone's fear of test-taking situation. Students tend to deal with test anxiety every time they get to face frequent test. Based on Horwitz, Horwitz, and Cope (1986) argues that students, in their mind, build up such negative thought toward test and have unreasonable opinion and evaluative situation.

c. Fear of Negative Evaluation

Human fear is a disease that many exerience before doing a challenge or something that has never been done. Based on Tooth (2008) "Fear of Negative Evaluation comes from students' apprehension about other evaluations, avoidance of evaluate negatively".Horwitz, Horwitz, and Cope (1986) state that fear of negative evaluation in not limited to test-taking situations, They argued that it is broader than that it may appear in any social. In a foreign language context, Negative Evaluation may come teachers and peers because in FL learning, continuously evaluation is needed.

The components of foreign language anxiety have been developed by many researchers such as Na (2007) and Lucas (2011). They add one more component of language anxiety based on their research that is about students' English language anxiety. The component is English classroom anxiety. Since this research is also on students' English language anxiety, the researcher used developed model.

d. English Classroom Anxiety

Based on Na (2007) and Lucas (2011) in their research about students' English language anxiety add one more component of students' language anxiety that is English classroom anxiety includes how students' though their English class generally.

3. The Causes of Language Anxiety

There are some causes of language anxiety. Young (1991) states 6 causes of language anxiety.

1. Personal and interpersonal

Language anxiety can arouse when someone has low self-esteem. People with low self-esteem often worry about what others think about them. At the moment anxiety will appear.

2. Personal belief about language learning

Belief is very important in language learning. Once belief becomes unrealistic, it will lead language learners to feel anxious.

3. Instructor beliefs about language teaching

Young (1991)quotes Bradly about Instructor's belief of their role in class. Most instructors play their role as the centre of the class. Instructors who think their role in class teaching and talking, who believe their role is like a commander instead of facilitator, who feels

wrong in pair is bothering the class, may be contributing to learner language anxiety.

4. Instructor-learner interaction

Some expert belief that harsh manner of correcting learners' errors is often cited is often cited is provoking anxiety. Learners who are corrected in front of not performing well and look so terrible.Their tense feeling result on anxiety.

5. Classroom procedure

Having to speak in front of class is the primary centre of classroom procedure which arouses learners' anxiety. Oral quizzes and having to respond orally in the target language are other strong sources of anxiety.

6. Language test

Language testing is another sources of learners' language anxiety. Some particular language test items may lead learners to anxiety. Spending hours of time studying only to find test or utilize question type which they have no experience will also cause anxiety.

D. The Strategies in Reducing Anxiety

Anxiety in speaking is a big problem for the students. The students feel nervous when they want to speak in front of the classroom. It becomes obstacle for them for achieving their speaking goals. So, the students should be aware and know how to solve their problem in speaking. There are so many treatments which can be solution for the students in reducing their anxiety.

Based on Nurdevi Bte A. (2018) there were five strategies use by the students to overcoming their anxiety in speaking English, namely relaxation strategies, preparation Strategies, positive thinking strategies, peer seeking strategies, resignation strategies and, nonverbal communication

1. Relaxation Strategies,

   In overcoming students' anxiety in speaking, the students try to be calm, take a deep breath, and the students pretended to play with the hand. Eventhough this strategy could not successful one hundred percent, but it could minimize students' anxiety in front of the classroom

2. Preparation Strategies,

   The students' strategy was preparing their self better before speak, try to make habit of studying English frequently, and the students study hard the day before the students speak English in the classroom. Doing good preparation helped the students confident in speaking English

3. Positive Thinking

   The students always think positively that the students are able to speak English, the students try to be confident when the students speak English, and the students imagine that they can give a great performance when the students speak English in the classroom.

4. Peer Seeking Strategies

   The students tell their self that the others also feel anxious when speak English, the students tell their self that the difficult problems in speaking are also difficult to others, and the students try to talk with friend around them

5. Resignation Strategies.

   In this strategy the students did not want to participate in the English class and the students prefer to quiet because of fear or making mistakes when speak English.

6. Nonverbal Communication

In presenting students' idea, they also used gestures such as making movement of their hand and body. The gestures used were for minimizing the students' anxiety and to emphasis the point of the idea.

The other source explain abut the strategy in reducing anxiety is based on Kondo and Ying-Ling (1994, as cited in Robin K. Buchler, 2013) these strategies were a) disaffiliation, b) resignation, c) relaxation, d) positive thinking, e) passivity. Disaffiliation include little eye contact, little to no participation in conversations, to leaving social events early or avoiding them all together. Resignation where the anxious person is unwilling to do anything about their anxiety. Relaxation is relying on recreational activities. Positive thinking, anxious people were taught to create positive thoughts about an anxious situation or event in order to push down the negative anxious thoughts before they take over . Passivity where the person struggling with anxiety takes an agreeable role, agreeing to and smiling at everything that is being said or done.

CHAPTER III

RESEACH METHODOLOGY

This chapter present the description of the research methodology. It consists of the research design, the subject of the study, the research instrument, the data collection and the data analysis.

A. The Research Design

Research design is a strategy to arrange the setting of the research in order to get valid data based on the research problem. The approach applied in this research is qualitative. Qualitative deals with data with in the form of word, rather than numbers. Moleong (2011) defines qualitative study as study aimed to understand a phenomenon about what is experienced by the subject such as, behavior, perception, motivation, action, etc. Ary (2006) says that the data collected in qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on. A researcher generally does a qualitative study by standing on the existing theory and the theory helps the researcher to connect the finding data.

The qualitative study is called naturalistic study because the study is done in natural setting, and qualitative study is also often called ethnography because this approach is mostly used to study about culture anthropology. Some characteristics of qualitative research those are, this study is done in natural setting, the finding data are in the form of words or pictures, this study is emphasized in process rather than product, and the data analysis is done in inductive way, and the study emphasizes in meaning. The naturalness of this study is shown when the process of collecting data. It is done without manipulating the condition of the subjects. The subjects are studied in their natural situation. They are just observed about what their strategies in reducing anxiety in speaking English.

In this research, the main point of this research are collect and accumulate the basic data in descriptive way. It intends to know about the

Strategies of the English Department Students to Reduce Anxiety in Speaking Class.

According to Yin (1994) described as an empirical enquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident in other word, a case study deliberately considers the contextual conditions. Based on Yin (1994) distinguishes three main types of case studies: exploratory, descriptive and explanatory. This research is predominantly a descriptive case study.

A case study is a study conducted through an intensive attention toward a group of subjects in order to reveal the phenomena formed by them therefore, it was stated on the title that the study called also by a case study.

B. **The Subjects of the Research**

This subjects of the study are the students who have been reducing anxiety, especially in speaking. In this case, the researcher finds the strategies of students speaking anxiety that is faced by third semester students of English education program at IAIN Kediri in their speaking class. The researcher takes 100 students who have been anxiety in speaking, they are the students of IAIN Kediri from the third semester 2019.

C. **The Research Instrument**

The researcher uses questionnaire to collect the data, the instrument are explained as follow.

1. Questionnaire

The instrument of this research is questionnaire. The questionnaire investigates about strategies to reduce anxiety that faced by third semester students of English education program at IAIN Kediri in their speaking class. The questionnaire is most frequently a way concise, preplaned set of questions design to yield specific information to meet a particular need for research information about the topic.

The researcher uses quetionnaire in the form of English language, so that any misinterpretations and misunderstanding are not happen during completing the questionnaire. This quetionnaire was adopted from previous researcher, the questionnaire adopted fromChadoporn Chanpraser and Saova (2015) and modified by researcher, in the quetionnaire there were 20 questions which could be reduced by a few words or added by researcher statement. In this questionnaire the researcher uses close-ended questions, because close-ended questionnaire are questions that need a little answers or check list, the questionnaire made by the researcher and made the blue print before write the questionnaire, to know the aspect and indicators that support in this case and it can make the valid data.

Questionnaires are the main instrument to collect the data of students' strategies to reduce anxiety in speaking. The questionnaire consists of four scales, there are strongly agree, agree, disagree, and strongly disagree. It can can gives important contribution to descriptive research, because of the information can be obtained through direct observation.

3. 1 Table of questionnaire strategies to reduce anxiety in speaking adopted from Chadoporn Chanpraser and Saova and modified by researcher

No	Statement strategies to reduce anxiety in speaking	Respond			
		SA	A	D	SD
1.	Discuss your feelings with other students.				
2.	Tell your teacher how you feel.				
3.	Do something fun and relaxing before attending the class.				
4.	Make sure you are prepared before attending the class.				
5.	Attend every class to learn a little bit				

	every week.				
6.	Seek out opportunities to practice the foreign language.				
7.	Try to take risks in language learning such as guessing meaning of words or trying to speak in class.				
8.	Remember that error is a natural part of language learning.				
9.	Ask friends or ask for help from friends.				
10.	I avoid getting involved in a situation which can make me feel anxious when speaking in the classroom.				
11.	I try to make habit of studying English frequently.				
12.	I try to relax when I am in my English class.				
13.	I always think positively that I am able to speak English in the classroom.				
14.	I tell my self that others must also be anxious.				
15.	I tell my self that I am OK when i feel anxious in my English classroom.				
16.	I never tell my self that difficulties problem for me are also difficulties to others.				
17.	I don't want to participate in the speaking English class.				
18.	I study hard the day before i give performance which requires me to speak English.				
19.	I take a deep breath when i feel anxious				

	in my English class.				
20.	Take additional English courses in the tutorial school or with a master person.				

3.2 Table of Measuring Criteria

The researcher uses the table for measuring the criteria of strategies to reduce anxiety in speaking class. This scale gives different value of diffenrence likert scales. If the respondent chooses the answer always to the question of a favorable, the the value of the score obtained is 4 of 1 question and otherwise, if the respondent choses the answer never to question of an unfavorable, an the value of the score obtained is 1 of 4 question.

Skala Likert	Favorable	Skala Likert	Unfavorable
Strongly Agree	4	Strongly Agree	1
Agree	3	Agree	2
Disagree	2	Disagree	3
Strongly Disagre	1	Strongly Disagre	4

3.3 Table of blue print for questionnaire strategies to reduce anxiety in speaking adopted from Chadaporn Chanprasert and Saovapa Wichadee are modified by researcher

The table of blue print shows the lettices composing of the instrument and the questionnaire of favorable items and also unfavorable items. The aspect of each statements from Nurdevi Bte Abdul (2018).

No	Aspect	Indicator	Item Favorable	Item Unfavorable	Total	Statement
1	Peer Seeking	a. The ability to share the feeling b. The ability to ask for friends' help	1, 2, 9	-	3	1. Discuss your feelings with other students. 2. Tell your teacher how you feel. 3. Ask friends or ask for help from friends.
2.	Relaxation strategy	a. The ability to relax b. The ability to do something fun c. The ability to control feeling and mind	3, 10, 12,13, 14,15, 16, 19	17	9	1. Do something fun and relaxing before attending the class. 2. I avoid getting involved in a situation which can make me feel anxious when speaking in the classroom. 3. I try to relax when I am in my English class. 4. I always think positively that I am able to speak English in the classroom. 5. I tell my self that others must also be anxious. 6. I tell my self that I am OK when i feel anxious in my English classroom. 7. I never tell my self that difficulties problem for me are also difficulties to others.

						8. I don't want to participate in the speaking English class.
3.	Preparati on Strategy	a. The ability to prepare material b. The ability to take the challenge c. The ability to correct the mistakes	4, 5, 6, 7, 8, 18	-	6	1. Make sure you are prepared before attending the class. 2. Attend every class to learn a little bit every week. 3. Seek out opportunities to practice the foreign language. 4. Try to take risks in language learning such as guessing meaning of words or trying to speak in class. 5. Remember that error is a natural part of language learning. 6. I study hard the day before i give performance which requires me to speak English.
4.	Positive Thinking	a. Taking courses b. Make	11, 20	-	2	1. I try to make habit of studying English

		good habit			frequently. 2. Take additional English courses in the tutorial school or with a master person
			Total Items	**20 items**	

After making the questionnaire, the researher asks the expert to analyze questionnaire.

a. Expert Validity

Validity is a broad concept that covers many aspects of assessment. Validity is important because it can help to determine what type of test to use, and help to ensure that researcher uses not only ethical cost-effective methods, but also methods that actually measure their ideas or construct.

In this research the validity is used to measure the questionnaire tested on the student speaking class. The validity of questionnaire is analyzed by the examiner 1 from the researcher. From the expert validation, it can be categorized that all of the questionnaire is good. The expert gives suggestion about the validation questionnaire. The researher makes blue print to makes validity questionnaire, although the questionnaire adopted fromChadaporn Chanprasert and Saovapa WichadeeArlinda the researher before this research. And the the researher doing try out to makes validity questionnaire.

b. Try Out

After getting validation of questinnaire from the expert, the next step is giving try out to 30 student third semester in speaking class. After getting the data of try out the researher choosing the answer from questionnaire, the aim of using this instrument is to find out the questions that indicate high level strategies students to reduce

anxiety in speaking class . This researh conducted on 02nd September 2019 to gather information about the anxiety in teaching practice.

c. Validity

Validity is the most important consideration in developing and evaluating the instrument measured what it claimed to measure by Donald Ary et.al (2010). There are many kinds of validity for investigating the validity of a test and the researcher uses content validity for this research.

Content validity refers to whether or not the content of the manifest variables, terms of a test or questions of a questionnaire and we are trying to measure by Daniel (2004). There are 31 questions in this research, after the researher tryout the questionnaire and found the result. There are only 20 questins from contents validity of this instrument are valid and good to research to this case, because some of the questions are not appropriate with student speaking anxiety in speaking class and also some of the questions have low level of anxiety.

d. Reliability

Reliability is the degree to which a test consistenly measures whatever with means. Reliability that means there will be no change in the quality or construct being measures, there are consistency of the scores resulted from the test. The reliability of likert-type scales tests can be using SPSS. If the Cronbach's Alpha score is higher than T table, the content validity of the test are reliable.

T table   : 0,197

Cronbach's Alpha   : 6,96

Reliability Statistics

Cronbach's Alpha	N of Items
.696	21

D. **The Data Collection**

   In the previous steps, the researcher collected the data from some methods observation and interview. To get trustworthiness of data, the researcher then verified the data collected from field. Method of data verification means way to check whether the data collected from a method is suitable with data from another method.

   In collecting the data needed in this study, the researcher required, some steps. The first step is asking permission to conduct the study. The second step is changed the questionnaire into google form and distributing by the application of Whats App to 100 students who have been speaking anxiety in class on third semester students of English education program at IAIN Kediri. The last step is researcher describes the student speaking strategies to reduce anxiety in class on third semester students of English education program at IAIN Kediri.

E. **The Data Analysis**

   Data analysis is the process to searching out and arranging systematically interview, transcript document study, recording transcript and other material or collected data. After the data are collected through doing observation and interview, then the data are analyzed. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (1992) covering data reduction, data display, and conclusion drawing that is done interactively

1. Data reduction

       Data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming the data that appear written up field notes or transcription. Data from the field was complex and complicated, so it needed to be analyzed by reducing data. Data reduction was done by selecting the appropriate data and focusing to the important data. All data got from the field were simplified to find which data appropriate with research problems. Those which were not appropriate were reduced.

       By completing questionnaire, the subjects decided which statements are suitable with their true condition. Some of those statements are relevant with the research questions, but some of those which were not needed included in findings, but those which were not needed were ignored. From the interview, much information arose even some of those were not needed information. Meanwhile, the result of interview also showed how students' strategies to reduce anxiety, what strategies they use and how the used strategies in reducing anxiety. in their learning. Many answers came from the interview. Each subject had her own answer about strategies in reducing anxiety Therefore, the data needed reducing. In this step, the irrelevant data are reduced and the needed data are included. So it can be soon, which one answered the research problems.

2. Data display

       The generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helps us to understand what is happening and what to do next, either analyze further or do actions. The data were displayed in the form of words, narrative, tables or graphics in order those becomes understandable and readable. Displaying data was also useful to plan what should be done next. The data from the subject and instrument was crosschecked with the theory. The researcher found which data were appropriate to answer the first research question and which data answered the research question. The data were displayed to take appropriate conclusion.

3. Conclusion Drawing and verification

In qualitative research, the data can be analyzed since the beginning of research when the data begin collected until the end of collecting data. The data are analyzed continuously and verified about the validity.In the final analysis, the researcher got final and perfect conclusion as the answer of research problem. If the conclusion is supported by accurate data and prove, it can be said that the conclusion is credible.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents some research findings based on data gathered from questionnaire and discusses about the result of the research and its analysis. It contains result of data analysis of students' strategies to reduce anxiety in speaking class during their speaking practice in front of class. The strategies that lead to reduce their anxiety.

A. The Research Finding

This research has been conducted by the researcher by given the questionnaire on 02nd September 2019 until 06th September 2019 by employing the techniques of collecting the data as stated in the research method. The data collected were utilized subsequently to answer one research question of this study. The research question is "What are the strategies of the English Department students to reduce anxiety in speaking class ?", so the research objective is to know the strategies of the English Department students to reduce anxiety in speaking class.

1. The Strategies to Reduce Anxiety Faced by Student Speaking Class on Third Semester Student Department of English Language Education at IAIN Kediri During Their Speaking Practice in front of Class.

To analysethe strategies of the English Department students to reduce anxiety in speaking class during their speaking practice in front of class, the researcher used questionnaire. The questionnaire consists of close-ended questionnaire. Close-ended questionnaire is given some statements and also some point likert scale (4-1) for favorable statement and (4-1) for unfavorable statements and the research asks to the respondents to give reason for each question. It is used to give opportunity to share ar to give additional information about this case the strategies to reduce anxiety in speaking class. This chapter present the data that obtained from the questionnaire.