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------------------------------ *Jurnal Pendidikan* -----------------------------------

A STUDY ON STUDENT'S ANXIETY IN SPEAKING ENGLISH
(Survey Study at The Sixth Semester of STAI HubbulwathanDuri)

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Abstrak

Penelitian ini bertujuan untuk mengurangi kecemasan siswa berbahasa Inggris; Penulis melakukan penelitian survei yang desain akan digunakan untuk menlihat tentang kecemasan siswa dalam berbahasa Inggris. penelitian ini di lakukan pada semester VI STAI Hubbulwathan pada bulan April sampai September. Masalah yang ditemukan di dalam penelitian ini adalah mahasiswa kecemasan mahasiswa untuk berbicara bahasa Inggris di dalam kelas. Untuk menjawab permasalahan penulis memberikan kuesioner dan wawancara untuk mengetahui adakah penyebab kecemasan tersebut. Hasil penelitian menunjukkan bahwa (1) siswa dapat berbicara bahasa Inggris di dalam kelas. (2) Para siswa mendapatkan informasi tentang masalah kecemasan mereka untuk berbicara bahasa Inggris di dalam kelas. Kesimpulan dari penelitian ini adalah guru dapat memberikan sebagai stimulus untuk merangsang motivasi siswa untuk terlibat dalam pelajaran. sehingga guru dapat mengembangkan kegiatan belajar yang menyenangkan dan mempromosikan siswa percaya diri.

Kata kunci: kecemasan, berbicara bahasa Inggris

A. Introduction
1. The Background of The Problem

The Indonesian government has acknowledged the importance of English by putting it into the education system for five decades. English has been integrated to secondary school for a long time. The English language is exciting even stronger influence in the modern world and has become an international language. There are also advantages of introducing a foreign language for young learners. The government of Indonesia has therefore set up the policy to introduce English language in primary schools.

English is one of the international language, it is not wrong if a lot of people who want intelligent and learn the English language. To support these people who wants to master the English language must

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[1] Penulis adalah Mahasiswa Jurusan Pendidikan Agama Islam STAI Hubbulwathan Duri

master the four skills and three sub-skills. Four skills are speaking, reading, writing, and listening, and then three sub skills are pronunciation, vocabulary and grammar. In Indonesia, English is a foreign language for Indonesian people, many Indonesian people who has difficulty in learning English, especially in grammar, because grammar is the basic of English language. Based on experience and information from the English teacher in STAI Hubbulwathan Duri, many student who has difficulty in reducing anxiety to speak English in front of the class.

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 to speak English very important to be solved. Because it can be influence their speaking ability. Beside that, speaking English must be practice to be good in pronunciation and vocabulary, especially to improve their speaking ability.

In general, there are two approaches to the describe the language anxiety:

1. "Language anxiety in the broader construct of anxiety as a basic human emotion that may be brought on by numerous combinations of situational factors" For example, a shy student may feel anxious when asked to give a short story on front of the class [2]
2. There is something unique to the language learning experience that makes some individuals nervous. When this nervousness or anxiety is restricted to the language learning situations, it fall into the category of specific anxiety. For example: a student anxious while study foreign language, but enjoy in mathematic study [3]

Language anxiety seems to continue to develop in the language classrooms. It suggests that these strategies are just s instructions for the teachers, and for the ESL/EFL learners, not the treatment of language anxiety. Language anxiety is a complex psychological phenomenon, however, these strategies can't reduce language anxiety totally, moreover, they cannot completely reduce it.

Foreign language anxiety consists of "self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

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[2] Woodrow, Lindy. 2013. Anxiety And Speaking English As A Second Language.Rel.Com/Content/37/3/308.Abstract Accessed On June 09 .p.10
[3] Rifki Nurwahyu, 2012, p.12

Based on explanation above can be concluded that the study of anxiety need to be developed. The students anxiety used must be interest and in accordance with the characteristics that can motivate students to learn. Aspects of the attractiveness of this can be done by applying the technique learned while learning teaching process.

First, what is learned by learners is not only a sense of knowledge, but actually experienced in reality, the experience so hard to forget. Second, the lesson learned can be accepted in a fun, because to reduce students anxiety, we need a good method to influence their speaking ability. Than, the possibility of rejection learners to what is thought can be minimized.

The writer survey this research to reduce students' anxiety in the speaking English will be easier for students closer to the original purpose of this research is to increase the student's anxiety. Beside that the writer has some reason to survey this research, it's because writer has seen some phenomena about condition student in teaching learning English process. There are:

1. Some students didn't anxiety to join the class when the speaking English.
2. Some students always shy and nervousness to speaking English in the class room.
3. Some students want teaching the learning situation that relax.

Based on these phenomena, the writer intends to take up that problem, through his paper entitled: *"A study on students' anxiety in speaking English (Survey study at the sixth semester of STAI Hubulwathan Duri)"*.

2. The Objectives of the Research

a. To find out what are the causes of students' anxiety to speak English at the Sixth semester (2010 – 2011) of STAI Hubbulwathan Duri.
b. To find out how the students' anticipates to reduce their anxiety to speak English at the Sixth semester (2010 – 2011) of STAI Hubbulwathan Duri.

3. The Significant of the Research

The writer expect that finding of this research can give valuable information as follows:

a. The students can Anxiety to speak English.
b. The English teacher are inspirited to find out any English teaching learning.

B. The Literature of Review

1. Three Stages of Language Learning

Many teachers quit within the first three years. This makes sense because these are when new teachers have the steepest learning curves. Teachers typically progress through four main stages during their career. Each stage brings its own challenges and rewards. The key to being happy and fulfilled as a teacher is embracing each stage, learning from it, and moving on with grace and joy.

This is the stage where all new teachers begin. Each person coming into the teaching profession has fears and concerns about what they have chosen to do with their lives. Typically, the primary focus in the beginning is classroom management and keeping students on task and engaged with daily lessons.

Teachers at this stage must learn to manage student behavior. This includes the daily enforcement of classroom rules in a fair and consistent manner. Teachers in this stage must also begin to create their repertoire of lessons. Expect a lot of bumps and bruises during this stage. However, most teachers pass through this stage within a year or so. The high number of teachers who leave within the first three years of teaching do so because they never progress past this stage.

Language anxiety has been theorized to occur at all the three stages of language learning: input, processing and output. The description of these three stages with relation to anxiety will point out why second/foreign language learners make mistake and the reasons of linguistic difficulties second language/foreign learners face in learning and using the target language. This can offer an insight to help understand anxiety experienced while communicating in the target language.

This section discusses the psychological and linguistic reasons of language anxiety that occurs at all the three stages of language learning: input, processing, and output.

a. Input

Input is the first stage of language learning. It activates 'Language Acquisition Device' (LAD) an innate language specific module in the brain", which carries out the further process of language learning (Muhammad Tanveer, 2007, p.20). Anxiety at the input stage (input anxiety) refers to the anxiety experienced by the learners when they encounter a new word or phrase in the target language. Input anxiety is receiver's apprehension when receiving information from auditory and visual clues. Input anxiety is more likely to cause miscomprehension of the message sent by the interlocutors, which may lead to the loss of successful communication and increased level of anxiety.

Once the basics are down and teachers realize that students are not going to eat them for breakfast, they can move past classroom management concerns and begin to put into place more sophisticated systems that work for them. These systems would help teachers deal with issues like tardiest, collecting homework, dealing with late work, controlling restroom use, and book check in/out. Refining these systems helps the teacher move into the next stage.

b. Processing

Anxiety at the processing stage, called processing anxiety, refers to the "apprehension students experience when performing cognitive operations on new information" (Muhammad Tanveer, 2007, p.21). Working on the 'Information Processing Model' have tried to explore how these cognitive operations are performed in human brain and have explained the learners' inability to spontaneously use everything they know about a language at a given time.

The cognitive processing model and also explain the difficulty learners feel in remembering and retrieving vocabulary items while communicating in the target language another important source of language anxiety for the EFL/ESL learners. A significant negative correlation between language anxiety and ability to repeat a short string of numbers and to recall vocabulary items.

This stage is reached when the classroom really seems to come together. Student behavior is under control. The teacher has created lesson plans that they can use throughout the year. They have come up with their own educational philosophy on which they base classroom decisions. They have also put systems in place that make their daily housekeeping tasks easier. Now is when they really can become effective in their role as teacher.

They can begin to refine their lessons and stretch towards new ways to present information. They grow in confidence and can judge

much quicker not only if issues are going to occur in class but also whether ideas for lessons will work with their students. They also begin looking for ways to extend their lessons and create greater connections for students. They include a greater range of multimedia or try out new methods for teaching information.

By the end of this stage, they have created excellent lessons and if they are not careful can become complacent in their day-to-day teaching. This leads to the last and final stage where the goal is to avoid going on autopilot and instead finding new ways to challenge yourself as an educator.

c. Output

Anxiety while communicating in the target language is more likely to appear at the output stage, which entirely depends upon the successful completion of the previous stages: input, and processing. Anxiety at the output stage refers to learners' nervousness or fear experienced when required to demonstrate their ability to use previously learned material.

In educational research, anxiety is usually classified as being trait or state. Trait anxiety is a relatively stable personality trait. A person who is trait anxious is likely to feel anxious in a variety of situations. As we know, some people are predisposed to feeling anxious about things (called trait anxiety), while others experience state anxiety in relation to some particular event or situations. Many learners may experience anxiety because of their perceived inability to adequately express their thoughts, or because they are afraid of being judged negatively or not being socially accepted. Anxiety, according to various researchers, can be debilitative (or some call it "harmful") or facilitative (some call it "helpful").

Teachers have their systems in place and have worked on and refined lessons so that they are better than ever before. The temptation might be to rest on their laurels and let teaching go on "autopilot." This is to be avoided at all costs for both yourself and your students. Personal and professional growth is the key to avoiding boredom and breathing new life into lessons that you have been teaching for 15 years. Mix things up. Try new things. Scrap entire sections of lessons and start from scratch. Teachers who continue to reinvent themselves and their lessons stay away from boredom and burnout.

This kind of anxiety might prevent student from enjoying practicing with peers, doing oral reports in class, or engaging in conversations with other English speakers. If you have students who seem to need some help in overcoming the kind of anxiety that does not require professional intervention, then you might consider sharing these strategies with them.

2. Strategies to Reduce Students' Anxiety

In this area of the website you will find information on some of the best researched and the most widely implemented methods of helping all students to learn more successfully. The information includes a description of how the teaching and learning strategies work, where they have been applied, results, and where to find further information from experts in the field, books, websites, and other resources.

They have been demonstrated to be successful with students of all ages and ability levels, including those with various kinds of disabilities and those who do not learn in traditional ways. Following are links to different teaching and learning strategies, a description of how they work, where they have been applied, results, and where to find more information from individuals, books, web sites, and other resources.

These strategies are most successful when they are implemented in a system that encourages collaboration among staff and students, and in which each is a part of a well-planned whole system. In some of the most successful sites, teachers themselves have become in-house experts in specific practices which they share with their colleagues. It is important to recognize that while these strategies are useful, little will be accomplished in implementing them unless there is ongoing documentation of their results.

There must also be efficient methods of feeding that information back into the system so that there will be continuing progress in teaching and learning. It is also certain that these strategies are most effective when they are applied in positive, supportive environments where there is recognition of the emotional, social and physical needs of students and where individual strengths are recognized, nurtured, and developed.

We welcome your feedback as we continue to build the Teaching and Learning Strategies area as an effective resource for teachers and students focusing on improved academic achievement and striving to meet new academic standards.

There are many good techniques and resources for dealing with stress. Perhaps the most important fact is this: Nearly all the stress-related factors in our lives can be modified. We begin with a little help from our friends, such as:

1) Social support

One of the best antidotes for stress is social support: the psychological and physical resources that others provide to help an individual cope with adversity. Research shows that people who encounter major life stresses, such as the loss of a spouse or job, come through the ordeal more easily if they have an effective network of

friends or family for social support. By contrast, people with few close relationships die younger, on the average, than people with good social support networks._ In fact, the lack of a reliable support network increases the risk of dying from disease, suicide or accidents by about the same percentage as does smoking. Social support can take many forms:

d. First, socioemotional support gives you the message that you are loved, cared for, esteemed and connected to other people in a network of communication and mutual obligation

e. Second, At times, other people can also provide tangible support (money, transportation, housing) and

f. Third, informational support (advice, personal feedback, expert guidance). Anyone with whom you have a significant relationship can be part of your social support network in time of need.

Much research points to the power of social support in moderating vulnerability to a variety of stressful situations. When people have other people they can turn to, they are psychologically better able to handle job stressors, unemployment, marital disruption, serious illness and other catastrophes, as well as the everyday problems of living. In contrast, lack of a social support system clearly increases one's vulnerability to disease and death. Moreover, decreased social support in family and work environments is related to increases in psychological problems.

 2) Relaxation training and biofeedback

Another approach to coping with stress involves relaxation and leisure. The problem is that our ability to relax is, to a large extent, influenced by activity in the hormone system and the autonomic nervous system—neither of which is normally under direct voluntary control.

One way around this problem relies on a technique called *biofeedback* to help people whose internal biological responses have surged out of control. Biofeedback devices measure a variety of physical responses, such as muscle tone, perspiration, skin temperature and brain waves. The device then gives the user immediate information, or *feedback*, about subtle changes in these responses—changes of which they are not usually aware. With this feedback, subjects can learn relaxation techniques and see how they affect their physical responses.

How effective is biofeedback in learning to control stress? Despite some early, overblown claims for its effectiveness, biofeedback has not proved to be the cure-all that some hoped it would be. More realistically, it may be helpful as one component of a multidimensional therapy package through which people learn to relax in the face of stress.

 3) Optimistic thinking

In general, the work on optimistic thinking and cognitive restructuring attests to the power of the mind to promote health and well-being. When you believe your problems are manageable and controllable, you are more likely to deal with them effectively—which averts the ravages of excessive stress. Consequently, optimistic people have fewer physical symptoms of illness, recover more quickly from certain disorders, are generally healthier and live longer than pessimists do.

You can apply the lesson of reappraisal if, for example, you are worried about giving a speech to a large, forbidding audience. Try imagining your potential critics in some ridiculous situation say, sitting there in the nude and they become less intimidating and perhaps more self-conscious than critical. If you are anxious about being shy at a social function you must attend, think about finding someone who is more shy than you and reducing his or her social anxiety by starting a conversation. You can learn to reappraise stressors by engaging the creative skills you already possess and by imagining and planning your life in more positive, constructive ways.

4) The Power of Humor

Physicians like Patch Adams have long believed that people's mental attitudes can make a difference in the length of time they take to recover from an illness—or even whether they recover.

1. The students can speaking English in the classroom

The most frequent suggestion participants made was to take the language classroom environment less formal and more friendly, one where students can make mistakes without looking mistakes.

A way forward to create less stressful classroom environment, as suggested by ESL/EFL teacher, is that the "instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the student to fail" (Lindy Woodrow, 2011, p. 64).

a. Allow for planning, preparations, and practice time. In the confidence-building stage, adequate planning time enables learners to become familiar with what they want to say and build success. Try the *pyramid approach:* that is, build in opportunities for learners to work individually, in pairs, and in small groups before proceeding with speaking in a whole class, so that learners can rehearse and modify what they want to express.

b. Take a few deep breaths. This tip needs a bit of elaboration to be useful. If you have taken a voice training course, you know that

breathing is fundamental to speaking. To release tension and slow down the heart rate, try relaxing the shoulders and breathing thought the nose (noting the expansion of the diaphragm); holding the breath and tightening your stomach muscle, fists, and toes; and counting one-one thousand, two-two thousand, three-three thousand, four-four thousand, and five-five thousand. Then exhale through the mount and release all tension. Repeat this a few times.

c. Know the first 60 second like the back of your hand. This enables learners to start talking and feeling confident because the opening is usually the most nerve-wracking phase. After a smooth start, the butterflies start to dissipate, and the process usually gets much easier as they move along.

d. Think positively. Remind yours students that no one want sped time listening to an insubstantial talk or engaging in a bad conversation. Encourage learners to see themselves as fluent and confident speakers and remember that listeners want them to succeed.

e. Warm up the "gears." In addition to drinking some water for dry mount, encourage students to exercise the mouth muscles, mush like a warm up that one would do before a sports game, by exaggerated voicing "wee-woo-wee-woo" or "wow" a few times to loosen the facial tension.

f.   Harvard Derek Bok Centre for Teaching and Learning produced an excellent video title "The Act of Teaching". Which contains simple vocal warm-ups that instructor and students will enjoy doing together. In situations of dry mouth when water is inaccessible, gently chewing the video recently posed on *Harvard Business Review* – Boost power though body language- also provides some methods for reducing stress in speaking.

g. Start speaking after inhaling shortness of breath can exacerbate the nervousness or anxiety associated with speaking, so speak after inhaling a full breath.

2. The students get information about their anxiety to speak English

Language anxiety, being a student psychological construct, has been found to make a huge difference in learning to speak a foreign language. Many studies on language anxiety have suggested a variety of strategies to successfully reducing students' anxiety. Interestingly, all the subjects who have been involved in the process of English language learning and teaching for many years seemed to have given enough thought to the ways of reducing students anxiety.

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Experience build confidence, create opportunities for your students to build successes. At the same time, encourage your students to gain experience and to practice and practice wherever and whenever they can by trying to respond to what their interlocutors say to them.

Language anxiety seems to continue to develop in the language classrooms. It suggests that these strategies are just a instructions for the teachers, and for the ESL/EFL learners, not the treatment of language anxiety. Language anxiety is a complex psychological phenomenon, However, these strategies can't reduce language anxiety totally, moreover, they cannot completely reduce it.

Students' anxiety to speak English in the classroom is a problem commonly found in teaching speaking. Consequently, students can't improve their speaking ability. Aida (1994), MacIntyre and Gardner (1991). in Tsiplakides, (2009:39) 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" . Students' anxiety to speak English very important to be solved. Because it can be influence their speaking ability. Beside that, speaking English must be practice to be success pronunciation and vocabulary, especially to improve their speaking ability in class room or the other place.

Foreign language anxiety consists of "self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz and Cope 1986, in Tsiplakides, 2009:39). Foreign language learning process is a unique process, because students are required to communicate using a language which they have not mastered perfectly. And make a relax situation in learning teaching process.

Horwitz et al. (1986), in Both et al (2005:193) states that:" poor Foreign language performance may be due to anxiety". In addition. Gas et al (2008:400) states that anxiety seems to represent a trait that falls within the broader scheme of factors affecting learning, but what is not clear is whether it is a matter of personality, an emotional reaction to a situation or combination.

According to Tanveer (2005:2) states that: In general, there are two approaches to the description of language anxiety:

b. Language anxiety in the broader construct of anxiety as a basic human emotion that may be brought on by numerous combinations of situational factors (McIntyre, 1995; McIntyre & Gardner, 1989: Tattle, 1997: 11) in Tanveer (2005:2) For example, a shy student

may feel anxious when asked to give a short story in front of the class.

c. There is something unique to the language learning experience that makes some individuals nervous. When this nervousness or anxiety is restricted to the language learning situations, it falls into the category of specific anxiety. (Tanveer, 2005:2) For example: a Student anxious while study foreign language, but enjoy in mathematic study. So, with make a students enjoy in all of the subject, the teacher must make a relax and fun class room.

In relationship between language learning success and a motivating factor. describes that Social anxiety essentially inhibits behavior. for example, bring about disengagement avoidance of social situations, such as :

a. With holding of communication
b. breaking of eye contact
c. replacement of meaningful communication with innocuous social ability.

Language anxiety, being a student psychological develop, many researchers have been found to make a huge difference in foreign language learning. Many studies on language anxiety have suggested a variety of strategies to successfully reducing students' anxiety. Interestingly, all the subjects who have been participated in the process of English language learning and teaching for many years seemed to have given enough thought to the ways of reducing students anxiety.

A way forward to create less stressful classroom environment, as suggested by ESL/EFL teacher, is that the instructors should create situations where students can feel successful in using English and avoid setting up the activities that increase the chances for the students to fail. (Tranveer, 2007:55).

Students should be encouraged to think about their positive personality traits and thus gather their own strengths and build upon them. This way, instructors can build students confidence and self-esteem in their second/foreign language ability via encouragement, reassurance, positive reinforcement, and empathy[4]

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[4] Tanveer, Muhammad. 2007. *Investigation Of The Factor That Cause Language Anxiety For Esl/Efl Learners In Learning Speaking Skills And The Influence It Casts On Communication In The Target Language*. (Glasgow: University Of Glasgow).p. 58

Language anxiety seems to continue to develop in the language classrooms. It suggests that these strategies are just a instructions for the teachers, and for the ESL/EFL learners, not the treatment of language anxiety. Language anxiety is a complex psychological phenomenon, However, these strategies can't reduce language anxiety totally, moreover, they cannot completely reduce it.

C. Research Methodology

This research is aimed at knowing the procedures, the results and the student response to the study on students anxiety to speaking English. The result of this study hopefully will give contribution to the teaching and learning English. In achieving the objective, the writer used survey research. Survey study design will be employed to capture the detail about reducing students anxiety to speak English. Survey study involves systematical gathering enough information about a particular person, social setting, event to permit the research to effectively understand how the subject's operate and how the subject solve the problem.

1. The Locations and Time of the Research

This study will be conducted at sixth semester TP. 2011/2012 of STAI Hubbulwathan in Duri Kec. Mandau. the time of conducting this research is about April to September 2014.

2. The Subject of the Research

The subject of this research is the sixth semester (2014 -2014) of STAI Hubbulwathan Duri. and the object of the research is reducing student's anxiety to speak English.

3. Population and Sample

The population of this research is the sixth semester of STAI Hubbulwathan Duri. The total numbers of the research are 83 persons. It's consist of four class, in VI.1, there are 15 students, VI.2, there are 15 students, VI.3, there are 28 students, and VI.4 there are 25 students. According to (Suharsimi Arikunto , 2002, p.112). state, " if the population is more than 100, 10 – 15% or 20 – 25% can be taken as the sample, but if the population as the sample". Because of the sample of writer is lower than 100. So, writer take all of the population as his sample and it's called total sampling.

4. The Data Collecting Technique

Although most psychological tests are "rating scale" or "free response" measures, psychological assessment may also involve the observation of people as they complete activities. This type of assessment is usually conducted with families in a laboratory, home or with children in a [classroom](#).

The purpose may be clinical, such as to establish a pre-intervention baseline of a child's hyperactive or aggressive classroom behaviors or to observe the nature of a parent-child interaction in order to understand a relational disorder. Direct observation procedures are also used in research, for example to study the relationship between intrapsychic variables and specific target behaviors, or to explore sequences of behavioral interaction.

The Parent-Child Interaction Assessment-II (PCIA) is an example of a direct observation procedure that is used with school-age children and parents. The parents and children are video recorded playing at a make-believe [zoo](#). The Parent-Child Early Relational Assessment (Clark, 1999) is used to study parents and young children and involves a feeding and a [puzzle](#) task.

Based on the explanation above, There will be several instrument used by writer to get the data from respondents, i.e:

1. Questioner : the writer have made some questioner for 83 students. The teacher divided four class, which consist of, in VI.1, there are 15 students, VI.2, there are 15 students, VI.3, there are 28 students, and VI.4 there are 25 students. The students will give 10 question to each class.
2. Interview : the writer have made some direct interview too for seen the result of survey study to reduce students' anxiety, the direct interview will try to 50 students which took by simple random sampling from 83 sample.
3. Interview : the writer have made some direct interview too for seen the result of the study on student's anxiety in speaking English , the direct interview will try to their teacher Dini Deswarni, SS. M.Pd.I.

5. The Data Analysis Technique

To investigate the causes of students anxiety and the students strategies to anticipate the difficulties. The researcher will give a

questioner. The results of data analysis show that the teacher's effort to reduce students' anxiety. The teacher can give as a stimulus to stimulate students' motivation to get involved in lesson. the teacher can develop an enjoyable learning activities and promote students' self confidence.

To obtain data of this study, the writer uses standardized open ended interview. Standardized open ended interview are likely the most popular form of interview utilized in research studies because of the nature of the open ended question. Allowing the participant to fully express their view point and experiment. The data from interview be analyzed by generalizing of data. to qualitative result to student. And the teacher make arrange table to qualitative result as follow:

Table 3
Categorize of Qualitative

Arrange	Qualitative
60% - 100%	Excellence
31% - 59%	Good
10% - 30%	Fail

To interpret the obtained data from the percentage of student answering the questioner, the researcher will use percentage formula as follow:

$$P = \frac{F}{N} \text{ X } 100$$

With:
M : Percentage
X : Frequency
N : The Number of student

To know the level ability of the result percentage. The writer will classification into level as follow:

Table 4
The Classify of Student's percentage

Percentage	Respondents
0%	None of the respondents
1% - 25 %	Small number of respondents
26% - 49%	Almost half of respondents
50%	Half of the respondents
51% - 75%	Most of the respondents
76% - 99%	Almost all of respondents
100%	All of respondents

D.   The Data Presentation And Data Analysis

After the writer conducted questioner on 83 sample and have divided these four class. By providing a test of 10 items concerning to study on students anxiety to speaking English based on the sixth semester students of STAI Hubbulwathan Duri. After that, the writer give direct interview to the students too. Then the writer get the result of students therefore in chapter IV the writer will make a presentation and analysis of data obtained.

1. The Presentation

In this chapter, the writer will present the result of the questioner and interview test given to the sixth semester students (2014 – 2014) of STAI Hubbulwathan Duri to reducing students anxiety to speak English. There were 83 students who took the questioner and interview for four classes, from first class there are 15 person, second class there are 15 person, third class there are 28 person, and the fourth class there are 25 person. So, total sample is 83 person.

Before the writer doing survey study, the researcher must give explain to students. The writer give 10 questioner about why the students didn't anxiety to speaking English. And the student only give the answer with "yes" or "no" answer.

There are 10 questioner which the teacher given, **(see appendix 1)** as follow:

a.   The teacher didn't given stimulus before her teach. So, the student didn't understand about subject.
b.   The condition teaching and learning is very bored.
c.   The material didn't interesting.
d.   The students didn't like their teacher.
e.   The students often laughed their friend, if their friend speaking English.
f.   The students are sleepy in the classroom.
g.   The teacher often angry if the student given wrong answer.
h.   The students lazy to speaking English.
i.   The students only have a little vocabulary.
j.   The students feel shy with their friend.

From the 10 questioner above, the writer know the result of the students. And the writer making conclude and classified the result in the table, will be shown bellow:

Tabel 5
Student's Score of the Tes

N o	Question	Correct Answer		Percentage	
		Yes	No	Yes	No
1	1	42	41	50,6%	49,4%
2	2	52	31	62,6%	37,4%
3	3	52	31	62,6%	37,4%
4	4	31	52	37,4%	62,6%
5	5	57	26	68,6%	31,4%
6	6	42	41	50,6%	49,4%
7	7	62	21	74,6%	25,4%
8	8	31	52	37,4%	62,6%
9	9	62	21	74,6%	25,4%
10	10	57	26	68,6%	31,4%

To see the result, the writer make a simple explain. Such as :

1. From the table above, it can see be seen that at first question is " the teacher didn't give stimulus before her teach. So, the students didn't understand about subject " from 83 sample, there are 42 student given "yes" answer so half of the respondents. and 41 students given "no" answer. So, half of the respondents too.

2. At the second questioner, " the condition teaching and learning is very bored " from 83 sample students, there are 52 students given " yes" answer, so most of the respondents and 31 students given "no" answer. So, almost half of respondents.

3. At the third questioner, " the material didn't interesting " from 83 sample students, there are 52 students given " yes" answer, so most of the respondents and 31 students given "no" answer. So, almost half of respondents.

4. At the fourth questioner, " the students didn't like their teacher " from 83 sample students, there are 31 students given " yes" answer, so almost half of respondents and 52 students given "no" answer. So, most of the respondents.

5. At the fifth questioner, " the students often laughed their friend, if their friend speaking English " from 83 sample students, there are 57 students given " yes" answer, so, almost all of respondents and 26 students given "no" answer. So, small number of respondents.

6. At the sixth questioner, " the students are sleepy in the classroom. " from 83 sample, there are 42 student given "yes" answer so half of the respondents. and 41 students given "no" answer. So, half of the respondents too.

7. At the seventh questioner, " the teacher often angry if the students given wrong answer " from 83 sample students, there are 62 students given " yes" answer, so, most of respondents and 21 students given "no" answer. So, small number of respondents.

8. At the eighth questioner, " the students lazy to speaking English " from 83 sample students, there are 31 students given " yes" answer, so almost half of respondents and 52 students given "no" answer. So, most of the respondents.

9. At the ninth questioner, " the students only have a little vocabulary " from 83 sample students, there are 62 students given " yes" answer, so, almost all of respondents and 21 students given "no" answer. So, small number of respondents.

10. At the tenth questioner, " the students feel shy with their friend " from 83 sample students, there are 57 students given " yes"

answer, so, almost all of respondents and 26 students given "no" answer. So, small number of respondents.

And Based on the data above, we can see there are many cause why the students didn't anxiety to speak English o front of the class. The result above can help the teacher for to reducing students anxiety to speak English, the teacher can find the salutation for to helping the students in learning especially to speak English.

When you're feeling anxious, you might feel stuck and unsure of how to feel better. You might even do things that unwittingly fuel your anxiety. You might hyper focus on the future, and get carried away by a slew of what-ifs.

What if I start to feel worse? What if they hate my presentation? What if she sees me sweating? What if I bomb the exam? What if I don't get the house?

You might judge and bash yourself for your anxiety. You might believe your negative, worst-case scenario thoughts are indisputable facts.

Thankfully, there are many tools and techniques you can use to manage anxiety effectively. Below, experts shared healthy ways to cope with anxiety right here, right now:

1. Take a deep breath.
2. Accept that you're anxious.
3. Realize that your brain is playing tricks on you.
4. Question your thoughts.
5. Use a calming visualization.
6. Be an observer — without judgment.
7. Use positive self-talk.
8. Focus on right now.
9. Focus on meaningful activities.

Except using questioner, the writer have use interview too. **(See appendix 2)** the writer doing direct interview for 83 sample. But, from 83 sample, the writer took a simple random sampling. The students choose with a good quality in the class and recommendation from their teacher. There are 50 students to doing direct interview.

The writer given direct question to each students, the question about what the cause the students didn't anxiety to speak English.

From the final result of interview the writer can make the conclude and classified the result in the table, will be shown bellow:

Table 6
The result of interview

No	Direct Question	Number of students	percentage
1	The condition teaching and learning is very bored. And The material didn't interesting.	15	30%
2	The teacher often angry, if the students given wrong answer	10	20%
3	The students only have a little vocabulary. And The students feel shy with their friend.	20	40%
4	The student lazy to speak English	5	10%
	Total	50	100%

From the table above, we can see there are 15 students give the reason why they didn't anxiety to speak English is the feel the condition teaching and learning is very bored. And The material didn't interesting.

And there are 10 students give the reason why they didn't anxiety to speak English is The teacher often angry, if the students given wrong answer.

And there are 20 students give the reason why they didn't anxiety to speak English is The students only have a little vocabulary. And The students feel shy with their friend.

And there are 5 students give the reason why they didn't anxiety to speak English is The student lazy to speak English.

So, Students' anxiety to speak English in the classroom is a problem commonly found in teaching speaking. Consequently, students can't improve their speaking ability. With the teacher know what the cause the students' anxiety, the students can more to try give a good solution to this problem.

The results of data show that activity is the teacher's effort to reduce students' anxiety. The teacher can work as a stimulus to stimulate students' motivation to get involved in lesson. And teacher can develop an enjoyable learning activities and promote students' self confidence.

Except using questioner and interview, the writer have use observation sheet too. **(See appendix 3)** the writer doing interview with observation sheet for their teacher. We can see from answer their teacher. And before the writer doing observation, he must prepare an observation sheet to answer the teacher.

2. The Data Analysis

After doing survey study in sixth semester students of STAI Hubbulwathan Duri. The writer have given questioner and interview to the students for know what the cause the students anxiety to speak English, the researcher means to reducing students anxiety to speak English.

The writer given the questioner and the interview for 83 sample student of two class. And doing direct interview for 50 students which took a random sampling and from recommendation of their teacher. From the data above the writer can be analysis the teacher's effort to reduce students' anxiety. The teacher can work as a stimulus to stimulate students' motivation to get involved in lesson. And teacher can develop an enjoyable learning activities and promote students' self confidence.

Anxiety, being a student psychological develop, many researchers have been found to make a huge difference in foreign language learning. Many studies how to reducing students anxiety and the suggested a variety of strategies to successfully reducing students' anxiety. Interestingly, all the subjects who have been participated in the process of English language learning and teaching for many years seemed to have given enough thought to the ways of reducing students anxiety.

A way forward to create less stressful classroom environment, as suggested by ESL/EFL teacher, is that the instructors should create situations where students can feel successful in using English and

avoid setting up the activities that increase the chances for the students to fail. (Tranveer, 2007:55). Students should be encouraged to think about their positive personally. So, their can build confidents and self esteem in their second foreign language to their speaking ability via encouragement, reassurance, positive reinforcement, and empathy too.

3. The Finding

Anxiety seems to continue to develop in the language classrooms. It suggests that these strategies are just an instructions for the teachers, and for the ESL/EFL learners, not the treatment of anxiety will help the teacher to reducing students anxiety to speak English in the class. Furthermore, teachers may gain feedback by asking the students at the end of the lesson. When evaluating the students, teachers expect them to learn at different rates, and students are not penalized for learning more slowly than their classmates. Teachers look for steady progress in the language, not perfection. to qualitative result to student. And the teacher make arrange table to qualitative result as follow:

Table 7
The Interprestation of value

Arrange	Qualitative
60% - 100%	effectiveness
31% - 59%	good
10% - 30%	fail

And based on the data above, we can see there are step to study on student's anxiety in speaking English, we used the effective standard, they can see more then 60% - 75% and the result is the student's can feel anxiety in speaking English The result above can help the teacher for to reducing the good students to speaking English.

Based on the data above, we can see there are many causes why the students didn't anxiety to speak English o front of the class. The result above can help the teacher for to reducing students anxiety to speak

AL-ISHLAH
----------------------------- *Jurnal Pendidikan* ------------------------------------

English, the teacher can find the salutation for to helping the students in learning especially to speak English. Students who have anxiety have identified a number of strategies which have helped them to complete their studies successfully. These strategies include:

1. **Acquiring self-knowledge**
   You can limit the effects of anxiety by learning more about yourself and by discovering how anxiety impacts on your life. You can do this by researching anxiety and its effects, and by keeping a diary or a daily running sheet for a period of time to see what patterns emerge. Most students discover through self-monitoring that they have both high and low times. If this is the case they can plan to make effective use of the high times and be accepting of reduced productivity during the low times.
2. **Setting realistic goals**
   Sometimes anxiety and panic might get in the way of a study program. If that happens you may not be able to complete all your work on time and may need to negotiate extensions for assignments, enroll in a lighter course load or take longer to complete your degree. Generally, reaching a goal is more important than how fast it takes you to get there.
3. **Developing personal skills**
   There are a range of personal skills that are helpful in navigating study (and life!) and will minimize anxiety and its effects. Everyone needs time and practice to develop skills. Some skills to begin with are:
   a. develop relationships with other students
   b. maintain motivation despite setbacks
   c. view anxiety as only a small part of your life
   d. increase time management and planning skills
4. **Focusing on the positive**
   Students who have anxiety often describe how difficult it is for them to feel positive about themselves. Feeling depressed is sometimes a side effect of anxiety and so it is important for you to be able to create an environment which you enjoy. You can begin to do this by:
   a. recognizing your achievements and those of others
   b. making a list of affirmations, reading them and carrying them as a reminder
   c. asking some good friends to add their ideas to the list of affirmations
   d. celebrating achievements and rewarding yourself

5. **Obtaining university support**

   There are times when every student can benefit from some support. Students who take up the opportunities that exist on their campus find them very helpful. Opportunities for increasing success include:
   a. reading your course outlines and then rereading them to find out the 'what', 'when', 'how' of each assessment task
   b. forming study groups with other students
   c. checking with tutors about assessment criteria well before due dates
   d. asking questions during lectures, workshops, tutorials or laboratory times
   e. making friends who share classes
   f.

6. **Planning, organizing and managing time**

   Sometimes it is difficult for students with anxiety to concentrate fully on their studies, so it is very helpful if you utilize time management skills to help you meet deadlines and stay motivated.

7. **Managing stress**

   Stress is common in daily life and particularly when major assessments are due. Anxiety is likely to increase during times of stress. You can help manage stress if you:
   a. balance study, work and recreation
   b. exercise regularly e.g. walking, swimming, yoga or going to the gym
   c. resolve personal conflicts and problem solve effectively
   d. learn to manage personal crises
   e. practice slow breathing exercises two or three times a day

   The following is a slow breathing exercises you can try to do three or more times daily to help reduce anxiety or panic:
   a. hold your breath and count to five
   b. at the count of five breathe out and say the word 'relax' to yourself in a calm manner
   c. start breathing in through your nose and out slowly through your mouth in six second cycles
   d. breathe in for 3 seconds and out for three seconds
   e. continue breathing in six second cycles for 5 minutes, whilst thinking "in, two, three, relax, two, three".

E. Conclusion

Based of the research above in the previous chapter. A study on Students' anxiety to speaking English in the classroom is a problem commonly found in teaching speaking. Consequently, students can't improve their speaking ability. Survey study involves systematical gathering enough information about a particular person, social setting, event to permit the research to effectively understand how the subject's operate and how the subject solve the problem.

anxiety can increase with the amount of work missed during an absence. Having notes copied from the lessons missed can help as well as having the option to use time in class to complete make up work during the day.

for those students who become overly anxious and may not ask for a break in front of classmates, a pre-determined card can be placed on the student's desk by the observant teacher, or the student can place it on the teacher's desk when in need of a break. The break may also be pre-determined; perhaps they get a drink, talk to their safe person, or take a short walk in the halls by Cool Down Pass.

This research is aimed at knowing the procedures, the results and the student response to the reducing students anxiety to speak English. The result of this study hopefully will give contribution to the teaching and learning English. Such as The teacher can give as a stimulus to stimulate students' motivation to get involved in lesson. the teacher can develop an enjoyable learning activities and promote students' self confidence. And then, The researcher will used a questioner and interview the interview will be conducted to validate data from the questioner.

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