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# Differences in Coping Strategies for English Language Anxiety of Lecturers and Students Based on Study Programs

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**ABSTRACT**

English is an international language. Along with the development of technology and the times, every child getting an education must learn English. Nevertheless, in fact, during learning hours, many students feel anxious about speaking English. Students and lecturers from both religious and general study programs feel this problem. This study aimed to see the differences in the strategies of lecturers and students when experiencing anxiety in English based on study programs. The research methods used is T-test and interview method. The results showed that first, there was a significant difference in English language anxiety strategies in lecturers and students based on study program; second, there was no significant difference between lecturers of religious study programs and general lecturers; third, there was a significant difference between religious study program students and general study program students, fourth there was no difference between religious lecturers and religious students, fifth there was a significant difference between general study program lecturers and general study program students. Furthermore, the results of the interviews show that religious study program lecturers, general study program lecturers, religious study program students, general study program students, and English language lecturers use strategies to overcome English language anxiety, and the strategies used are proven to be able to overcome English language anxiety.

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## 1. INTRODUCTION

English is essential because it is an international or global language (Hazaymeh, 2021; Le & Le, 2022; Liu & Fang, 2022; O'g'li & Qizi, 2022; Santos, 2019). English is a compulsory subject in several countries, including Indonesia (Meirovitz et al., 2022; Silalahi et al., 2022), and is taught from

elementary school to university (D Cagas & Lorraine, 2022; Song, 2022). English is the first foreign language to be taught as a compulsory subject at all levels of education in Indonesia, except in primary school (Zein, 2017; Zein et al., 2020).

The success or failure of English as a compulsory subject depends on affective factors (Hanafi & Adwitiya, 2023; Messadh & Khaldi, 2022), which play an essential role. One of the affective factors is anxiety (Inagaki & Nakaya, 2022; K & Alamelu, 2020). Based on a study by Fourth & Education (2016), anxiety in foreign language students is caused by four factors, namely discomfort, fear, embarrassment, and worry. Naser Oteir & Nijr Al-Otaibi (2019) added that anxiety had been identified as a significant challenge for language learners, with more attention being paid to foreign language learning.

Students are less interested in doing activities in foreign language learning (Le & Le, 2022). Even when lecturers ask students to submit assignments, most of the students complete the assignments reluctantly (Kruk et al., 2022). This may be due to several factors, including students' anxiety about foreign language learning (Zrekat & Al-Sohbani, 2022). This kind of feeling is natural, especially in English classes. Students needing more confidence in their English skills tend to be unprepared to participate in English learning (Basith et al., 2019; Wahyuningsih & Afandi, 2020). Students need help speaking English for fear of making mistakes or being unable to carry out the instructions (Sayuti et al., 2020). This makes students feel restless or uncomfortable during class hours (Demir & Sönmez, 2021).

The condition is sometimes even worse because some students do not attend class to relieve anxiety (Akkakoson, 2016; Suleimenova, 2013). Horwitz (1986) states that to reduce students' anxiety, anxious students may avoid studying and, in some cases, students skip classes. Specifically, the presence of foreign language anxiety is characterized by the following: (1) when lecturers ask students to do English course activities collaboratively, students only rely on their group members; (2) when lecturers ask students to do English course activities, students feel nervous and tense; and (3) during speaking and writing activities, students do not complete the activities in class until the class is over and the lecturer has to ask students to complete the tasks at home. Anxiety makes it difficult for Indonesian students to express ideas about themselves when interacting with others (Katemba, 2013). This is despite English being a compulsory subject in Indonesia. As a result, research on English learning anxiety in an EFL context is fundamental.

Anxiety among university students when learning English is a common occurrence. This means that foreign language anxiety experienced by students is considered normal. Sanders & Wills (2003) state that human nature is deeply embedded with the fear of being negatively evaluated or judged by others. Anxiety is easily coped with, rationalized, lived with, and accepted by many. A relaxed person giving a talk to hundreds of people may be nervous when meeting new people. Some research related to foreign language anxiety, such as studies by Chen (2020), Finch (2000), Fletcher & Langley (2009), He (2018), Heller (2015), Salehi & Marefat (2014), Sanders & Wills (2003). All these studies found that anxiety exists in foreign language learning in the classroom. A study conducted by Djafri & Wimbarti (2018) found that Japanese learners have the highest level of foreign language anxiety among several foreign language learners, followed by Arabic, French, Korean, and English learners. Reading and writing are closely interrelated, so a lack of ability in one will affect the other. At the beginning of learning, students must master three Japanese alphabets: Hiragana, Katakana, and simple Kanji. This study aimed to prove the differences in English language anxiety between lecturers and students, and based on the study program, it further explored the strategies used by lecturers in English.

## 2. Literature Review

### 2.1 English Language Anxiety

Anxiety in the classroom can have both positive and negative impacts on one's learning process. Anxiety can potentially reduce the quality of the learning process by interfering intellectually and psychologically with the learner. In other cases, anxiety can increase students' learning motivation due

to a sense of pressure (Aguila & Harjanto, 2016). Ansari (2015) states that anxiety in communicating in a second/foreign language, mainly English, can be paralyzing, affecting students' adaptation to the target environment and their educational goals. There is also broad agreement that anxiety is related to performance and has been shown to impact learning and achievement negatively.

English language anxiety is distinct from generalized anxiety, although it appears related to the latter as anxious English learners experience nervousness, tension, and fear in certain situations (Tran et al., 2013) (He, 2018). Students who experience anxiety in learning English can become miserable, worried, forgetful, sweaty, and have other symptoms (Naser Oteir & Nijr Al-Otaibi, 2019). In line with the results of research (Hulaifah, 2019), English language anxiety in students is a situation where students feel afraid of making mistakes when learning English, which is caused by a lack of preparation before starting the lesson or because of self-assessment. Not only students who experience English language anxiety but lecturers also feel the same way. Lecturers are professionals who are also required to have English language skills for continuing their studies, writing papers, reading literature, and so on. (Otto & Sanders, 1964) revealed that knowledge development is further education while working. These demands can also cause English language anxiety in lecturers because lecturers need to improve their knowledge, skills, and attitudes according to current educational needs. These demands can also cause English language anxiety in lecturers.

**2.2 Types of English Language Anxiety**

Generally, types of anxiety are divided into state and trait anxiety. According to (Spielberger, 1983). Anxiety is most commonly used empirically to refer to a complex reaction or response, a temporary state or condition of the organism whose intensity varies and fluctuates over time. However, anxiety is also a personality trait to the extent that anxiety states and prominent defenses against those states characterize different people. Naser Oteir & Nijr Al-Otaibi, (2019) situation-specific anxiety is a distinct form of anxiety that always occurs over time in specific situations. It is closely related to specific situations that differ but are consistent over time. Situation-specific anxiety includes language anxiety and math anxiety.

**2.3 Strategies for Overcoming English Anxiety**

One way to understand Anxiety is to imagine the overall personality as a collection of more minor personalities, similar to a large box of candies. Perhaps one is organized and efficient at work while at home, relaxed and caring, or very friendly with people one meets at the local sports club but aloof when at a fancy restaurant (Fletcher & Langley, 2009). Anxiety is distracting, making concentrating on exam questions or job interviews difficult. However, as Anxiety is associated with uncertainty and, often, with future events, it may be manageable (Zeidner & Matthews, 2011). In addition, Wells (1999) states that Anxiety and panic are linked to the release of adrenaline. Adrenaline is given to start the heart, not to stop it. Anxiety is a defense mechanism. It is not harmful to people. Anxiety can be managed. As a result, Anxiety is a common problem. Salecl (2019) suggests that Anxiety should be avoided or at least managed. Blanchard et al. (2006) added that Anxiety is a normal emotion that often serves as an appropriate motivation for action. So it can be concluded that Anxiety not only affects us negatively but also positively by motivating us to do our best to complete our tasks. In addition, (Ayres & Hopf, 1993) explained foreign language anxiety more specifically in public speaking or speech. Students stated that most people who experience stage fright or speaking Anxiety report various physical symptoms, such as a racing heart, trembling, and dry mouth. Someone would instead not give a speech; students can avoid it because of the unpleasant symptoms. It is chosen because rather than avoiding public speaking, it would be better to learn to control reactions to it.

Thus, the previous statement assures us that Anxiety can be managed or controlled. The following are some strategies that students can use to overcome college students' foreign language anxiety (Rondonuwu, 2021): making classmates work in small groups, talking to other students about fears of speaking English, participating in support groups or activities, doing relaxation exercises, not thinking

that accuracy is the focus, having a friendly environment to motivate oneself, using teacher's encouragement to motivate oneself, using teacher's humor to motivate oneself, using teacher's patience to motivate oneself, remembering that mistakes are part of the language learning process and are made by everyone, teacher's indirect correction of one's mistakes, laying language games.

Husain et al. (2021) added some strategies that can be used by students to overcome their language anxiety as follows: practicing many times before speaking English in front of the class, avoiding eye contact with the audience, making eye contact with only one specific person, taking deep breaths when I feel nervous in speaking English, doing physical movements, telling jokes when speaking English, speaking whatever comes to mind in English class, using Indonesian words for unknown English words when speaking English.

Tsiplakides & Keramida (2009) suggest lecturers use strategies to overcome students' foreign language learning anxiety. Some of these strategies are as follows: having students do project work in college students' English classes, building a learning community (group work) and a supportive classroom atmosphere in college students' English classes, building lecturer-student relationships in college students' English class, giving indirect, rather than direct correction in college students' English class, accepting students' need for self-esteem protection in college students' English class, using immediacy behavior in college students' English class, giving praise to students for students' achievements in college students' English class.

A study by Abdurahman & Rizqi (2020) examined how Anxiety coping strategies are applied in the foreign language classroom. It was found that preparation strategies were mainly used before the presentation, but once the presentation started, students switched to relaxation or positive thinking strategies. Preparation strategies are limited to studying or practicing before the presentation. However, it can be expanded by asking friends/teachers for help or bringing small notes to perform better.

## 3. METHODS

### 3.1 Research Design

This research was applied mixed-method research. It used a qualitative and quantitative approach. The chosen methods aim to investigate the differences in coping strategies for English language anxiety of lecturers and students based on study programs. The first data is through the quantitative approach in using the scale and also the qualitative approach in using interview/semi-structured-interview.

### 3.2 Research Subject and Procedures

This research was conducted at Raden Fatah State Islamic University Palembang, involving lecturers and students based on different study programs. Religious study program (Early Childhood Education), general study program (Physics Education). This study used T-tests and semi-structured interviews.

The research subjects were ten lecturers (5 from religious study programs and five from general study programs), 240 student research subjects sourced from 4 classes of religious study programs, and four classes of general study programs, each class totaling 30 students. Students who became research subjects took English courses in the current semester.

### 3.3 Data Collection

To increase the study's validity, researchers conducted data collection twice—quantitative research with the distribution of research scales and qualitative research with semi-structured interviews. The first activity is the distribution of research scales in a Google form given to four classes of religious study programs and general study programs class of 2022. After distributing the research scale, interviews were conducted with two lecturers randomly selected from religious study programs and general study programs, two students from religious study programs and general study programs, and two English lecturers from religious study programs and general study programs.

The research scale was made based on adaptations from (Horwitz, 1986) (Rondonuwu, 2021) and (Hussain et al., 2021) with a Likert scale model consisting of 53 items. This scale aims to determine the differences in English language anxiety strategies of lecturers and students based on study programs. This study has five Likert scale answer options: never, rarely, sometimes, often, and always. Subjects were asked to answer all options on the scale statements made. The research scale was made in the form of a Google form. The research scale has been tested on five lecturers and 30 students at Raden Fatah State Islamic University Palembang, which aims to ensure whether the research scale is feasible to be a research measuring instrument

### 3.4 Data Analysis

The overall data results were analyzed using T-test statistics through the SPSS 25.0 application program. The average score obtained helps reveal the differences in strategies used by lecturers and students based on study programs. Then the answers from the research subjects were coded into numbers from 1-5 (1. Never, 2. Rarely, 3. Sometimes, 4. Often, 5. Always). Analysis of interview results starting from identifying, analyzing, organizing, describing, and reporting themes and coding for each theme is analyzed thematically according to (Cresswell, 2015).

## 4. FINDINGS AND DISCUSSION

### 4.1 Findings

Prerequisite Test Results before Hypothesis Testing Normality and Homogeneity

Table 1. Normality Test

| | Statistic | Df | Sig. |
|---|---|---|---|
| Lecturers | .217 | 10 | .199 |
| Students | .051 | 240 | .200 |

Based on the One-Sample Kolmogorov-Smirnov Test, table 1 shows a significant value greater than 0.05 (0.1999 > 0.05) and (0.200 > 0.05) which indicates that the data in this study are typically distributed.

Table 1. Test of Homogeneity of Variances

| | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| Based on Mean | .282 | 1 | 248 | .596 |
| Based on Median | .430 | 1 | 248 | .513 |
| Based on Median and with adjusted df | .439 | 1 | 247.778 | .513 |
| Based on trimmed mean | .394 | 1 | 248 | .531 |

The result of the homogeneity test is a significant value greater than 0.05 (0.596> 0 05) which indicates a homogeneous relationship between the two variables. After doing the normality and homogeneity test, the subsequent analysis can be done, namely the T-test.

Table 2. Differences in Anxiety Strategies of Lecturers and Students Based on Study Program

| | F | Sig. | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Equal variances assumed | .282 | .596 | 3.561 | 248 | .000 |
| Equal variances not assumed | | | 3.741 | 9.853 | .004 |

The results of the T-test of English language anxiety strategies of lecturers and students based on study programs show results with a significant value smaller than 0.05 (0.000 < 0.05) and (0.004 < 0.05) so it can be concluded that there are differences in overcoming foreign language anxiety strategies in lecturers and students based on study programs.

Table 3. Differences in Anxiety Strategies of Religious and General Lecturers

| | F | Sig. | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Equal variances assumed | .738 | .415 | .100 | 8 | .923 |
| Equal variances not assumed | | | .100 | 5.688 | 924 |

The results of data analysis what is the T-test of English language anxiety strategies of religious study program lecturers and general study program lecturers show results with a significant value greater than 0.05 (0.923> 0.05) and (0.924> 0.05), so it can be concluded that there is no difference in English language anxiety strategies of religious and general study program lecturers.

Table 4. Differences in English Language Anxiety Strategies of Religious and General Study Program Students

| | F | Sig. | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Equal variances assumed | .1667 | .198 | 9.507 | 238 | .000 |
| Equal variances not assumed | | | 9.507 | 235.353 | .000 |

The result of the homogeneity test is a significant value greater than 0.05 (0.596> 0 05) which indicates a homogeneous relationship between the two variables. After doing the normality and homogeneity test, the subsequent analysis, namely the T-test, can be done.

Table 5. Differences in English Anxiety Strategies of Lecturers and Students of Religious Studies Program

| | F | Sig. | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Equal variances assumed | .225 | .636 | -1.793 | 123 | .075 |
| Equal variances not assumed | | | -2.338 | 4.614 | .071 |

The results of the T-test of English language anxiety strategies of religious study program lecturers and religious study program students show results with a significant value greater than 0.05 (0.075> 0.05) and (0.071 < 0.05), so it can be concluded that there is no difference in English language anxiety strategies in the religious study program lecturers and religious study program students.

Table 6. Differences in English Language Anxiety Strategies of Lecturers and General Study Program Students

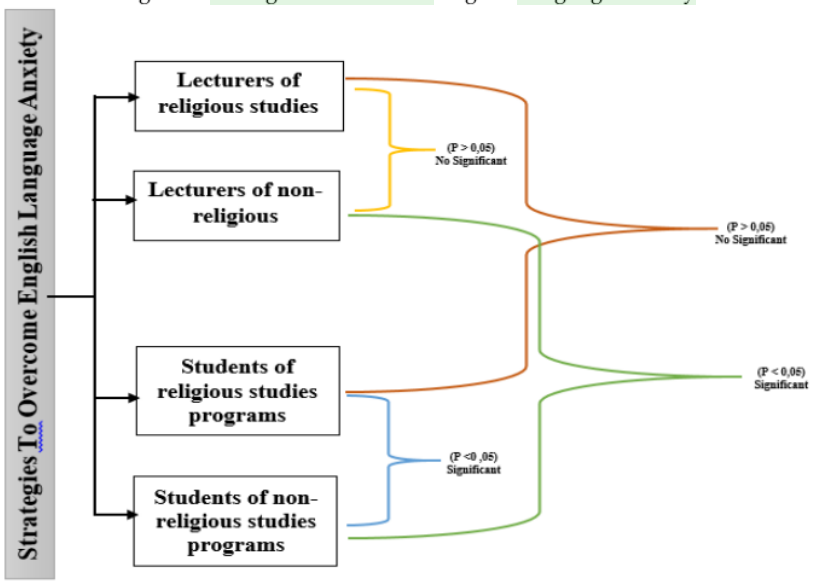
| | F | Sig. | t | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|
| Equal variances assumed | .312 | .578 | -3.935 | 123 | .000 |
| Equal variances not assumed | | | -2.821 | 4.164 | .046 |

The T-test results of English language anxiety strategies of the general study program lecturers and general study program students show results with a significant value smaller than 0.05 (0.000 <0.05) and (0.046 <0.05), so it can be concluded that there are differences in English language anxiety strategies of the general study program lecturers and general study program students.

**4.2 Discussion**

Based on the results of the analysis above, it can be concluded in the form of a diagram of the different test results, as follows:

Figure 1. Strategies to Overcome English Language Anxiety




Based Figure 1 on the results of the first hypothesis research, it is proven that there are significant differences in English language anxiety strategies in lecturers and students based on study programs. The results of the second hypothesis showed there is no significant difference between religious study program lecturers and general lecturers, the third hypothesis showed there is a significant difference between religious study program students and general study program students; the results of the fourth hypothesis showed there is no difference between religious lecturers and religious students, the results of the fifth hypothesis there is a significant difference between general study program lecturers and general study program students.

The results of the hypothesis are reinforced by previous research (Mushaathoni & Cekiso, 2022), which says that overcoming English language anxiety in lecturers and students requires a motivational strategy between lecturers and students or among fellow students in the university environment. One is by provoking students' interest and involvement in their practices and experiences in the context of English courses. In addition, showing a positive attitude can also play a role in anxiety strategies toward English. As a language of instruction, mastery in English can lead to results for students in the future, so when they have a positive attitude towards English, socializing with people who speak English well can improve their proficiency in English.

Furthermore, the hypothesis is strengthened by previous research (Said, 2018), which explains that the impact of English language anxiety is students' difficulty in oral communication. The existence of lecturers also plays a role in considering students' affective filters in helping students through verbal or non-verbal strategies, with various levels of proficiency and environmental backgrounds appreciating lecturers and their strategies. It shows that the strategies carried out by teachers and students can complement each other not related to culture or environmental background or study program but with affective filters and learning skills that all humans have.

The strategies carried out by students and lecturers proved successful in overcoming the anxiety of speaking English felt by lecturers and students. English is not a daily language in Indonesia,

and the campus environment is only learned once a week, causing students or lecturers to experience anxiety when asked to speak English. For this reason, lecturers or students should continue to be encouraged to speak English, focusing on pronunciation, writing, reading, and English lecturers provide instructions using English (Saito et al., 2017). Another factor that causes students to be anxious about speaking English is the need for more vocabulary they have (Limeranto & Subekti, 2021). Solving this problem; it can be done with a reading strategy because when reading is not so anxious and can solve several problems, including the lack of vocabulary (Zeynali et al., 2017; Yolcu & Dimici, 2021). In line with this, a study conducted by Heru et al (2023) identified five key reasons contributing to students feeling anxious when learning English. These include insufficient preparation, a lack of self-confidence, inadequate English language skills, and aspects related to the students' personalities.

Interviews with lecturers to find out the strategies used to reduce English language anxiety in students include giving students additional assignments, not criticizing directly, and building a good relationship between lecturers and students. In line with the results of the research (Saito et al., 2017) (Nijat et al., 2019). The results of the interview from one of the lecturers who randomly selected the strategies used were attending English courses, attending English language training, having a target to speak English, and continuing to motivate themselves to learn English. The existence of lecturers' efforts to improve English language skills is considered effective in overcoming English language anxiety; this is because English language proficiency is one of the factors that cause English language anxiety.

To get more robust research results, researchers conducted interviews with lecturers who were selected at random from religious study programs and general study programs. The interview subjects were ZH (religious study program) and BD (general study program). ZH said the strategy was that: "There is a demand to have English language skills to continue my studies or just to be able to read English literature. In this case, I take English courses and actively participate in English-speaking lecturer training seriously. These activities are quite helpful in overcoming English language anxiety. From activities that can increase my skills in English, I set a target to be able to speak English. For me, age is not a barrier even though, at this time, many students are more fluent in English. I do not feel inferior to continue learning seriously".

The results of BD's interview stated the strategies were that: "I follow the lecturer's English language training program, and I like to read international articles that can increase my English vocabulary. For me to speak English well, I make plans, implement and evaluate the achievements that have been obtained. The obstacle that often occurs is that the number of activities is often the target that can be less appropriate. However, even so, I keep motivating myself to continue to develop my English".

The strategy used by religious and general study program lecturers is to take part in English courses and language training, have a target to speak English and continue to motivate themselves to learn English.

The following interview was conducted with students. The results of student interviews CA (religious study program) and DK (general study program)

CA stated that the strategy was that: *"The day before there is an English MK, I have practiced and repeated the previous material so that if asked and asked to speak English to the front, I am already fluent and not too nervous anymore. Besides that, when I am allowed to come forward, I avoid eye contact with my close friends who like teasing me, making me anxious when speaking English".*

While the strategies carried out by DK are that: *"I feel very anxious when I want to speak English in front of the class. To reduce that anxiety before I come forward and speak English, I will pray and convince myself that I can speak English, besides that when I start speaking English, I move my hands with normal movements to cover the anxiety of speaking English, and I do not just speak from one direction. However, I also change my speaking position in various directions".*

From the two subjects, the strategies used by religious study program students and general study programs are that: practicing before learning English, avoiding eye contact, breathing slowly, and doing regular physical movements. This strategy reduced English language anxiety in religious study program students and general study programs.

English lecturers also try to reduce anxiety in students so that English lecturers have strategies to overcome student anxiety, so interviews were conducted with two English lecturers from religious study programs and general study programs, FAOS (English lecturer in religious study programs) and HA (English lecturer in general study programs). The strategies are as follows:

FAOS states: *"I usually ask my students to work on projects such as interviewing classmates about student activities, analyzing song lyrics and singing along, preparing materials, and role-playing as the teacher does in class. These activities successfully reduce students' foreign language anxiety. Therefore, students enjoy speaking and learning English in my class. I also divide students into groups. This is how I reduce my students' anxiety about learning a foreign language. I want students to learn not only from me but also from fellow students. Working in groups has many benefits. One of them is that when confusion occurs, students can more readily ask others who know the project that needs to be done and help them understand it.*

*Furthermore, yes, it helps students reduce the anxiety of college students for fear of making mistakes, and lack of confidence. I usually give indirect corrections after I correct the student's assignment. Some mistakes will be explained to the student in the next meeting. However, I ask students' consent to be corrected for direct conversation. Do not be embarrassed or offended if I tell you that you should improve your English; it is for your good. I am occasionally joking around while studying is the best way to overcome tension and relieve stress. So, I usually make jokes. I always know my students' nicknames and call them by their nicknames. A person will feel appreciated if he is recognized or called by his nickname, which will sound more familiar.*

*Moreover, I prefer to make eye contact when I talk to my students. In addition, I usually clap my hands and give thumbs up to appreciate the good things the students have done. That reduces students' anxiety when learning English with me."*

HA stated: *"I established a positive relationship with students at the beginning of the meeting. I give opportunities to students who want to talk about learning English in person or through WA chat. I do not want my students to be afraid when I teach, but I do not want to make them brash. In this way, it makes my students dare to speak in English and let me know what they face in learning English. Students' test or quiz scores should be kept confidential and not announced to the whole class. The results of the grades received by students greatly affect the enthusiasm and mood of students when studying. That is why I always keep it confidential. I only need to give students motivational sentences about whether the student gets good or bad grades. I usually immediately congratulate them and give additional motivational sentences for those who have not succeeded. I have also given free vouchers to students who can carry out their tasks well. I also give extra credit if students can and dare to try what I ask them to do. As long as I teach my English class, I usually give students games such as snowball, corner race, or stick games and provide realia or teaching media, such as using flashcards, microphones, and so forth. I can say that it can reduce students' anxiety. I can say it can reduce students' anxiety. It seems to be fun for the students to see the students' reactions during the teaching and learning session."*

So it can be concluded that the strategies used by English lecturers to overcome English language anxiety in their students are asking students to work on projects, building a learning community (group work) and a supportive classroom atmosphere, building lecturer-student relationships, providing indirect rather than direct correction, accepting students' needs for self-esteem

protection, employing immediacy behavior, giving praise to students for their achievements, making agreements and negotiations.

From the results of the distribution of the research scale, it was found that students used not only logical strategies in overcoming their foreign language anxiety but also illogical ones, such as pretending not to hear the lecturer's questions and instructions and pretending to disappear suddenly from online meetings with the excuse of losing internet signal, or often asking permission to go to the toilet, in line with previous research findings that students who experience English language anxiety tend to avoid or escape when lessons are in progress (Al-Jarf, 2022). In comparison, the results of student interviews show that the strategies used include preparing themselves before starting English students, avoiding eye contact, and speaking while using body language. The same thing was found in research conducted by (Meirovitz et al., 2022) (Gregersen, 2020); Abdurahman & Rizqi, 2020); (Eddie & Aziz, 2020). There are students' efforts to avoid eye contact due to a lack of confidence and fear of being judged for making mistakes when speaking English. Besides that, students tend to use body language when speaking English as an attempt by students to emphasize the point they want to convey. The important thing is that if the emotional intelligence good it will be good results for students and lecturer in teaching and learning process.

Table 8. Summary of Students' Strategies to Overcome Their English Anxiety and Lecturers' Strategies

| Lecturers of Religious and General Study Programs | Students of Religious and General Study Programs | Lecturers of English |
|---|---|---|
| Attend English courses | Practice many times before speaking in front of the class | Ask students to do projects |
| Attend English training for lecturers | Avoid eye contact from audience | Build a learning community (group work) and conducive circumstances |
| Have a target of being able to speak English | Have eye contact only to a certain person in the audience | Build lecturer-student relationship |
| Keep motivating myself to learn English | Take a deep breath when I get nervous in speaking English | Provide indirect, rather than direct, corrections |
| | Do physical movements | Accept students' need of self-protection |
| | | Work out immediacy behavior |
| | | Give praises for students' achievements |
| | | Make deals and negotiation to students |

## 5. CONCLUSION

This study discusses lecturers' and students' differences in English language anxiety strategies based on study programs. The results showed differences in lecturers' and students' English language anxiety strategies based on study programs. In addition, English lecturers also try to provide strategies in order to reduce English language anxiety in students. The existence of strategies lecturers and

students use to overcome English language anxiety makes them calmer when learning English, so a strategy is needed to facilitate learning English.

Furthermore, strategies for coping with foreign language anxiety serve the following vital functions, namely (1) **anxiety reduction:** the fundamental goal of coping methods is alleviating the anxiety of learning and utilizing a foreign language. Individuals can effectively manage their anxiety and create a more positive and relaxed learning environment using various tactics and approaches and (2) **building confidence:** coping strategies increase learners' confidence in their language abilities. Individuals can acquire a stronger belief in their language skills by implementing specific practices, which helps them battle self-doubt and anxiety about making mistakes.

**Limitations**

This study has limitations. One of them is that researchers only examined the differences in strategies used by the two study programs. They are the Physics education study program (general study program) and Early Childhood Education study program (religious study program) in overcoming English language anxiety. Another limitation is that this study only found the strategies used by lecturers and students in coping with language anxiety, this study has not investigated the factors which cause language anxiety.

**Recommendations**

Due to the limitations of this study, further researchers can examine lecturers and students from other religious education study programs such as Islamic Education, PGMI, Islamic Education Management, and Arabic Language Education and other general education study programs such as Mathematics Education, Biology Education, and Chemistry Education as respondents in their studies to find out students' strategies in overcoming their foreign language anxiety from various angles. Other future researchers can also investigate the factors which cause language anxiety

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PAGE 2

**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

PAGE 3

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PAGE 4

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**Article Error** You may need to use an article before this word.

**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

PAGE 5

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**Prep.** You may be using the wrong preposition.

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PAGE 9

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PAGE 10

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**Possessive** This word may be a plural noun and may not need an apostrophe.

**Possessive** This word may be a plural noun and may not need an apostrophe.

**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.

PAGE 11

**Prep.** You may be using the wrong preposition.

**Article Error** You may need to remove this article.

**Article Error** You may need to use an article before this word.

PAGE 12

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PAGE 14