STUDENTS' STRATEGIES TO DECREASE ANXIETY IN SPEAKING ENGLISH CLASS AT THE SIXTH SEMESTER OF THE INFORMATICS ENGINEERING STUDY PROGRAM

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ABSTRACT

This study aimed to know the students' strategies to decrease anxiety in speaking English class at the sixth semester of the informatics engineering study program. The researcher used descriptive method because it is referred to describe the students' strategy anxiety. To collect the data, the instrument used in this study are classroom observations and questionnaire. The findings reveal that students engage in positive self-talk, visualization, regular practice, and relaxation techniques to boost their confidence. Peer support and feedback also play significant roles in creating a supportive learning environment. Classroom observations highlight the importance of a positive classroom atmosphere fostered by encouraging lecturers and collaborative activities. Additionally, the use of technology and institutional resources such as counseling services are found to be effective in reducing language anxiety.The questionnaire given includes five strategies namely preparation, relaxation, positive thinking, peer seeking, and resignation. The respondent of this research was the sixth semester of the informatics engineering study program which consisted of 32 students. So the researcher can conclude that the students gave agree about the strategy to reduce anxiety in speaking English. Where the strategy makes students can improve their skills, especially in speaking skills and make the students used the strategy where they speaking English. The research findings showed that students' agreement of Preparation was 101, Relaxation 117, Positif Thinking 121, Peer Seeking 110 and Resignation 108. It can be assumed that the percentage of human experience was 63%, for Preparation, 73% for Relaxation, 75% for Positive Thinking, 68,75 for Peer Seeking and 67,50% for Resignation.

Keywords: *Students' Strategies, Anxiety, Speaking*

INTRODUCTION

In the globalized world of today, proficiency in English is a pivotal skill, particularly in fields such as Informatics Engineering where much of the literature and professional discourse is conducted in this language. However, many students experience significant anxiety when required to speak English, which can hinder their academic performance and future career opportunities. This anxiety can be particularly pronounced in non-native English speakers who are required to use English as a medium of instruction or communication.

English is considered an international language. As a lingua franca World, English is very important for all students, including in Indonesia. Indonesian students have started learning English from elementary school to university. But the truth is many students still cannot speak English fluently. (Parupalli Srinivas Rao, 2019) speaking is the most important skill among all the four language skills in order to communicate well in this global world. By communicating in English, understudies attempt to impart their restricted capacities top to bottom. They likewise dread being adversely assessed by educators and friends who uncover their deficiencies. Moreover, now and again, understudies frequently snicker at partners who commit errors, so they like to stay quiet as opposed to rehearse English. (Scott, 2005) states that absence of jargon, wrong language structure, and stress over errors can add to a powerlessness to talk and cause intense uneasiness while talking. What's more, the issue of language tension doesn't just happen in amateurs yet in addition in understudies who are accustomed to managing English.

English-speaking activities are susceptible to worry. (Sutaryasah, 2017) there are a few factors that can impact understudies' oral exhibition. Among these factors, discourse uneasiness is a typical issue that influences understudies' oral exhibition. Language nervousness, a complex mental build, is viewed as a successful variable in language learning. This implies that language tension is likewise a variable that impacts the progress of language learning, both decidedly and adversely. Factors that make understudies restless about communicating in English are:

Absence of arrangement, feeling of dread toward falling behind in understanding the material or what the educator is referring to, apprehension about committing errors, feeling of dread toward being criticized by companions, absence of trust in English spelling, elocution, and word decision (Asysyfa et al., 2019)

Anxiety is a state or emotional condition that is not pleasurable and is accompanied by feelings of helplessness and uncertainty. As per Adler and Rodman in the Diary of Brain research, unreasonable reasoning according to the viewpoint of mental hypothesis proposes that there is no occasion that makes people experience tension out in the open talking, yet rather that uneasiness is brought about by silly convictions about occasions related. talking in broad daylight. (Wiramihardja, 2005) stated that anxiety is a state of feeling, in which individuals feel weak so they are not brave and are able to behave and act as they should. Uneasiness is quite possibly of the most irrefutable mental peculiarity. As a rule, nervousness emerges from the human body as a reaction to a specific circumstance. As a rule, uneasiness can be

recognized as sensations of danger, dread, strain or stress (Supriyani & Kartikasari, 2022).

According to Worde (Worde, n.d.), the greater part of unknown dialect students encountered some level of uneasiness. (Kondo, 2010) It is additionally contended that language learning uneasiness can present expected issues for language students. At the end of the day, understudies who have a restless outlook on their unknown dialect might find learning less pleasant. Moreover, he likewise added that understudies who feel restless may encounter issues, for example, diminished word creation and trouble grasping spoken directions.

At the sixth semester of the Informatics Engineering Study Program, students are expected to have acquired a considerable level of English proficiency. Despite this, many students still struggle with anxiety when speaking English in class. This anxiety can stem from various factors including fear of making mistakes, lack of confidence in their language abilities, and the pressure of speaking in front of peers. Understanding and addressing this anxiety is crucial for students alike. Effective strategies to decrease anxiety can significantly improve students' confidence and competence in speaking English. This study aims to explore the strategies that students in the sixth semester of the Informatics Engineering Study Program employ to mitigate their anxiety in speaking English during class.

On the observation before, the researcher knows that in the English class of Informatics Engineering, many students do not too confident to make speaking English. Most understudies actually experience issues communicating in English, the reasons for this issue are absence of inspiration, anxiety in communicating in English, absence of dominance of language, absence of jargon, apprehension about committing errors, understudy balance, nothing to say , unfortunate capacity to communicate in English. support, subjects to be talked about and utilization of the primary language.

Based on the problem above, lecturers must provide reinforcement in the form of strategies to students, so that students are able to reduce anxiety when learning in class and the researcher also assumes that the students should find alternative strategies to improve their Speaking of English, namely "Students' Strategies to Decrease Anxiety in Speaking English Class at The Sixth Semester of The Informatics Engineering Study Program".

RESEARCH METHODOLOGY

In this study, researchers used qualitative research to analyze the strategies for reducing anxiety in speaking English class in The Informatics Engineering Study Program. (Moleong, 2018) identifies qualitative research as research that produces analytical procedures that do not employ quantification or statistical analytical procedures. Quality is research that underscores the quality or most significant parts of the idea of a decent or administration. The main thing about an item or administration is an occasion, peculiarity or social peculiarity, that is to say, the importance behind the occasion that can be utilized as a significant example for fostering a hypothetical idea. Subjective examination utilizes inductive and profoundly thinking techniques and accepts that many perspectives can be

communicated. Subjective examination centers around friendly peculiarities and giving express the sentiments and view of the members being investigated. This depends on the conviction that information is created by setting and that understanding social information is a legitimate logical cycle. The purpose of this research design is to find out Students' Strategies to Decrease Anxiety in Speaking English Class at The Sixth Semester of The Informatics Engineering Study Program.

Instruments have been important to the researchers in conducting research so that data can be collected. Instruments selected by the researchers should be appropriate to obtain these data, so that information can be collected from this study. The following tools were used to carry out this research are classroom observations and questionnaire. observation is a research method qualitative aims to understand, observe, and interact with people in its natural environment (Morissan, 2019), classroom observations played a crucial role in understanding how students interact in real-time during English-speaking activities. Observations provided insights into students' behavior, participation levels, and the effectiveness of various anxiety-reducing strategies within the natural classroom setting. The importance of classroom observations in understanding and addressing language anxiety. By observing students in real-time, students and researchers can gain valuable insights into effective strategies for reducing anxiety and improving English-speaking skills. A collaborative effort between students and lecturers can create a more effective and supportive language learning environment, ultimately enhancing students' academic performance and future

professional opportunities in the field of Informatics Engineering.

Through the questionnaire, the researcher aimed to learn about the students' strategies for overcoming fear when speaking English. To gather information from understudies or members, a poll is required. Polls endeavor to give specialists the chance to gather information from enormous quantities of people. The upside of engaging surveys is that they are adaptable and can be organized in various ways to oblige the reactions, everything being equal. This study's questionnaire statements are in the form of closed-ended questions. The questionnaire statements allow the item responders to respond to the question. It comprises 10 closed-ended questionnaire numerical statements. The researcher employed a questionnaire as the instrument method for data collection. The researcher gives the sample a questionnaire with ten closed-ended questions, and the researcher gives the students 30 minutes to complete it. Answer the question using their own thoughts. The researcher also used the Linkert scale system to get the get clear of Analyzing data.

To determine and analyze the data, the researcher used the technique below (Sugiyono, 2014):

Scale

NO	Positive Scores	Respon
1	Strong Agree	5
2	Agree	4
3	Neither Disagree	3
4	Disagree	2
5	Strong Disagree	1

(Rinker & Labs, 2014)

Scale Interval

NO	Scale	Answer Score
1	Strong Agree	129-160
2	Agree	97-128

3	Neither Disagree	65-96
4	Disagree	33-64
5	Strong Disagree	0-32

$$Percentage = \frac{Total\ Score}{Total\ ideal\ score} \times 100\%$$

Idea Score = Scale Score X TotalRespondent

From the table above, it is explained that The researcher used many technique to analyze the data: To begin with, they utilize a Likert scale and a score, then they work out the score to decide the rating scale and number of reactions, the following stage is to recognize the stretch distance. After the scientist managed the finished survey, the analyst determined the complete reactions for every reaction class in every feature. In the end, percentage methods were used to analyze the questionnaire data.

According to (Yasin, 2014), numerous basic techniques for reducing language anxiety were identified and classified into five strategy kinds (preparation, relaxation, positive thinking, peer seeking, and resignation). Cognitive strategies include positive thinking and peer seeking, which are attempts to conceal or modify harmful mental processes associated with language learning. On the other hand, because it focuses on the behavioral aspects of language learning that are related to effective classroom performance, preparation can be thought of as a behavioral strategy. Relaxation's affective quality distinguishes it from relaxation, which aims to alleviate bodily tension brought on by emotional arousal. For this situation, the controlled poll incorporates five procedures, to be specific (planning, unwinding, positive reasoning, peer request and abdication.

Giving questionnaires are used to obtain the data. It's intended to get data on The difficulties they face in speaking English and the strategies they use in order to be able to speak English. The data are presented in a table that reflects the percentage of pupils who can speak English well or very well but cannot even talk at all. At that point, the researchers would conduct an interview with students. In order to be able to speak English fluently in the classroom, every student would have been asked one question after another about his difficulties speaking English and then what ways he was going to overcome them. When they were learning English in the classroom, they also asked their English teachers about the students. Briefly, the table is a means to show all data collected by researchers.

RESULTS AND DISCUSSION

This chapter contains the findings and discussion of the preceding chapter's problem statement. Findings are a description of the results from the data acquired by questionnaires. The discussion then includes an explanation of the results that relate to the data's outcome.

1. RESULTS

The results section presents the findings from the study on strategies employed by sixth-semester students in the Informatics Engineering Study Program to decrease their anxiety in speaking English. Data were collected through classroom observations and questionnaire. Findings from the classroom observation include: Active Participation: Students who regularly participated in class discussions and activities appeared more confident and less anxious over time. Observations

indicated that these students often used positive self-talk and visualization techniques to prepare themselves for speaking tasks. Peer Interactions: Peer support emerged as a significant factor in reducing anxiety. Observations showed that students who engaged in group work or practiced speaking with friends were more relaxed and willing to participate in class. The collaborative environment helped alleviate the pressure of speaking in front of the entire class. Teacher's Role: The teacher's approach to creating a supportive classroom atmosphere was crucial. Observations highlighted that teacher who provided positive reinforcement, constructive feedback, and encouraged an inclusive environment had students who displayed lower anxiety levels. These teachers also incorporated relaxation exercises and interactive activities that helped students feel more comfortable speaking English.

Use of Technology: The incorporation of technology, such as language learning apps and online practice tools, was observed to boost students' confidence. These tools provided additional practice opportunities outside the classroom, helping students feel more prepared and less anxious during in-class speaking activities. Behavioral Adjustments: Students who practiced relaxation techniques, such as deep breathing exercises before speaking, were observed to be calmer and more focused. These techniques helped manage physical symptoms of anxiety, making it easier for students to participate in speaking activities.

The analysis revealed several common strategies and patterns in students' approaches to managing their anxiety. After conducting research, researchers also obtained data from questionnaire results. The following table presents the data results from 10 questionnaires given to students. To collect data, researchers used questionnaires as a method. Researchers gave students a questionnaire consisting of 10 questions, namely 1 preparation item, 1 relaxation item, 2 peer search items, 4 positive thinking items, and 2 Resignation items. This examination comprised of shut questions, the scientist gave the understudies 30 minutes to work on responding to the inquiries in view of their viewpoints. The following procedures were used by the researchers to gather data: The initial step taken by the scientist was to disperse the survey to individuals who answered; the subsequent step includes the assortment of the survey by the analyst; the third step includes the examination of the information by the specialist; The researcher will group the responses according to the question in the fourth step; also, the fifth step requires the specialist to gather information and make inferences.

Based on the data, the strategies can been see clearly in the formula below:

Preparation	$\dfrac{\text{Total Score: } 101}{\text{Total Idea Score: } 160}$	X 100	63%
Relaxation	$\dfrac{\text{Total Score: } 117}{\text{Total Idea Score: } 160}$	X 100	73%
Positive Thinking	$\dfrac{\text{Total Score: } 121}{\text{Total Idea Score: } 160}$	X 100	75%

Peer Seeking	Total Score: 110 / Total Idea Score:160	X 100	68,75%
Resignation	Total Score: 108 / Total Idea Score:160	X 100	67,5%

From the table above, it can be seen that students' agreement of preparation was 101, relaxation 117, Positive Thinking 121, Peer Seeking 110, and Resignation 108. It can be assumed that the percentage of human experience was 63% for preparation, 73% for relaxation, 75% for positive thinking, 68,75 for Peer Seeking, and 67,50% for resignation.

2. DISCUSSION

In this section, the researcher discusses the findings regarding strategies used by students to overcome fear when speaking English.

Based on classroom observations, have practical implications for students and lecturers:

a. For Students: It is essential for students to actively engage in class, seek peer support, and use a combination of strategies to manage their anxiety. Observing and practicing effective speaking techniques in a supportive environment can enhance their confidence and competence.

b. For Lecturers: Teachers should focus on creating a supportive and inclusive classroom atmosphere. Encouraging participation, providing positive feedback, and using interactive activities can significantly reduce language anxiety. Observing students' behavior and adjusting teaching methods to

support anxious students can lead to better learning outcomes.

Based on the data analysis, Preparation shows that the percentage of students' strategies is 63%, which falls into the "sufficient" category. It means that most of the respondents agree that fear strategies can improve students' English skills and prepare them to speak English.

Based on the data analysis, Relaxation shows that the percentage of students' strategies is 73%, which falls into the "very good" category. It means that the majority of respondents strongly agree with the fear strategy because this strategy will help you relax when you're talking in class, and your students will also be able to relax when they're talking with their friends.

In light of information examination, Friend Looking for shows that 75% of understudy systems fall into the "good" classification. This indicates that the majority of respondents support the peer research method because it permits students to share ideas, opinions, and knowledge and is suitable for oral practice.

Based on the data analysis, positive thinking shows that the percentage of students' strategies is 68.75%, which falls into the good category. It means that the majority of respondents agreed with positive thinking strategies that can give students more time to learn English, and 4,444 students can think about speaking English.

Based on the data analysis, Resignation shows that the percentage of students' strategies is 67.50%, which falls into the good category. It means that the majority of respondents agree with the resignation strategy.

Based on the results of the questionnaire, most of the students have

positive responses to the strategies in learning speaking. The students stated that these English strategies were very helpful in strengthening and decreasing their anxiety in speaking English. The strategy can make them more confident to speak English, feel relaxed, and think positively.

CONCLUSION

There are various ways to prevent or reduce anxiety, for example students do positive self-talk, visualization, regular practice, relaxation techniques, peer support, and seeking feedback. This strategy is effective in building self-confidence and reducing anxiety during English language activities.

Teachers and students can also create a positive classroom atmosphere, encouraging students to participate, providing constructive feedback, and creating a safe space for making mistakes which significantly reduces students' fear of speaking English. Access to institutional resources such as workshops, seminars, and counseling services is critical in supporting students. These resources offer structured opportunities for skill development and professional guidance, which can help students manage their anxiety more effectively. Holistic approaches such as combining cognitive, behavioral, social and environmental strategies. Students benefit from addressing the psychological and practical aspects of their anxiety, thereby improving language proficiency and overall academic performance.

The examination discoveries uncover significant focuses in regards to understudies' procedures for beating English talking uneasiness. In light of the information gathered and dissected in the poll, it tends to be presumed that most of understudies answered decidedly to the procedures to defeat their apprehension about communicating in English. In this research,

Preparation, Relaxation, Positive thinking, Peer Seeking, and Resignation provide a positive impact on students so that students' self-confidence and ability to speak English can continue to increase.

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