

CHAPTER V

DISCUSSION

This part present the discussion of the research findings. For there are three research questions proposed in this study, the discussion focuses on the findings of three proposed research question. The first discussion about the factors affecting students' anxiety in EFL learning. The second discussion about how do the factors affecting anxiety in EFL learning. Futhermore, the third discussion focuses on students' strategies to reduce their anxiety in EFL learning.

A. Factors Affecting Students' Anxiety in EFL Learning

The process of students in EFL learning is generally affected by various factors. Among them will be explained as follows.

1. Speaking in Front of Class

The ability to speak is the ability to process information received and respond with verbal language. This ability is often interpreted as the ability to communicate orally, where the speaker expresses himself through spoken words (Luoma, 2004). This ability has certain categories that must be mastered in order to be able to communicate appropriately and acceptable, including pronunciation, fluency and improvisation (Brown, 2000).

The ability to speak English needs to be mastered. To master it, one way is through formal learning in schools. With formal learning in school, students are guided, taught and directed how to speak English with correct pronunciation, fluency and improvisation. The mastery of the ability to speak is influenced by several factors, one of which is a factor originating from students, namely the anxiety factor (anxiety). Anxiety that often arises before, during and after learning activities takes place is a discomfort experienced by students. This is usually negative and has an unpleasant effect if the level of anxiety is high (Vitasari, et al, 2010).

One of activities in classroom speaking performance is asking students to speak in front of the whole class. The activity could be the most anxiety provoking. Horwitz and Cope (1986) suggested that foreign language anxiety (FLA) is a normal anxiety similar to public speaking anxiety. Many people experience anxiety in a number of situations. One of them is anxiety when speaking in public using a foreign language (not native language).

Data findings from interviews with participants revealed that students were very concern when they had to speak in front of the class facing the audience ie the teacher and their friends. Students stated that they began to worry and panic when their teacher asked them to practice speaking English in front of the class. There are even students who report that just being called up can immediately cause anxiety in them.

In addition, some participants admitted that they felt uncomfortable because all students paid attention to them. Students feel afraid that they will be evaluated negatively by teachers and peers who can reveal their shortcomings. Furthermore, they think it might be due to their lack of vocabulary and limited grammar knowledge.

Speaking easily causes anxiety. In speaking, students try to communicate within their limited abilities. Similar results were found by Lizuka (2010) that students experience anxiety in several contexts. One context is speaking in front of the class. This finding is also consistent with Koch and Terrel, as quoted in Oxford (1999) Oxford (1999) says that speaking and presenting in front of the class are the activities that produce the most anxiety. He added that being called to respond verbally also caused anxiety. Horwitz et al. (1986) also note that students are very self-conscious about speaking a foreign language in front of other students, those who feel they often cause fear or even panic. Moreover, according to them the difficulty of speaking in groups or in public is a manifestation of the fear of communication. Talking activity that often appears as one of the triggers for anxiety. Horwitz and Cope found that speaking in a foreign

language was the most anxiety-causing experience (Horwitz, 1986: 129). Koch and Terrell (1991: cited in Horwitz, 2001:118) found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. They are also more relaxed speaking the target language when paired with a classmate or put into small groups of three to six than into larger groups of seven to fifteen students.

2. Incomprehensible Input

Some teachers have their own beliefs about language teaching. Brandl (1987: quoted in Onwuegbuzie et al., 1999: 220) asserts that instructors' belief that their role is to improve rather than facilitate students when they make mistakes worsen second / foreign language anxiety in students. If the teacher corrects students' mistakes incorrectly, this can make them feel afraid of negative evaluations as explained earlier. Recognizing this phenomenon, Young (1991: 429), states that problems for students are not always error correction but error correction methods - when, how often, and most importantly, how mistakes are corrected. That is why teachers must be able to facilitate the learning process of students without ignoring the characteristics of students.

The data findings show that according to the participant, one of them stated *“when the teacher speaks English without Indonesian from the beginning to the end of the language class, this bothers me because I cannot understand the material, my brain is only able to concentrate on one thing that is understanding what the teacher is saying so often I do not understand the material well”*, unclear explanations could also cause their anxiety in learning English. The results of the interviews showed that most participants felt very disturbed when they did not understand the lessons being taught. They say that they begin to feel uncomfortable when they don't understand what the teacher is saying. Some of them added that they were afraid that they would not understand all the language input which only increased the chance of their failure.

Many students complained that the teacher spoke too fast. In addition, others also added that they felt English classes were moving very fast. Several other participants reported that they often felt intimidated when the teacher only used English when giving lessons. One student replied that he became very upset when he did not understand the lesson and the other also admitted that the extra time would be very helpful for him to digest the lesson.

According to Horwitz *et al.* (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension. Worde (2003) also noted that incomprehension provoked considerable amount of anxiety. Moreover, similar result was found by Iizuka (2010) that difficulty in following teachers' talk leads to anxiety.

3. Teacher Personality

Teachers play an important role during the teaching and learning process. Students cannot learn English without teachers' guidance. Sometimes teachers should motivate the students to learn English. The students need their teachers' accompaniment in doing activities. Furthermore, children are those who like to get appraisal when they do something good. Here, teachers may respond to the students' work. According to Harmer (2001:57), teachers need to play a number of different roles during the speaking activities. Price (1991) notes that some teachers have increased student anxiety. The role of a teacher is the key to overcoming the anxiety experienced by their students. A teacher is the class coordinator and regulator in learning activities. Whatever happens in class is decided by the teacher. As a facilitator, the teacher must have sensitivity to understand the condition of his students, including seeing potential problems such as anxiety among students. A teacher must create a comfortable and friendly atmosphere so that it can prevent or at least reduce the anxiety experienced by his students (Dornyei, 2001).

The data shows that the teacher has played an important role in students' anxiety. It is related to how the teacher creates a class atmosphere that is suitable for teaching and learning, controlling attitudes towards students, reactions to students' mistakes, and how to motivate them appropriately. However, other factors mentioned by participants must also be generated by the teacher. Some participants reported that they were anxious when the teacher was too fierce in teaching, making the classroom atmosphere tense.

Some other students complained that sometimes the teacher showed apathy. The data shows that students expect a non-strict classroom environment. He wants teachers who can teach in pleasant ways so he is more comfortable speaking. Students think that teachers who can engage in jokes or ice breaking activities can reduce feelings of anxiety when students are asked to do speaking in front of class participants. However, some teachers still use conventional methods that are strict and rigid. It's like the way the teacher gives feedback for each student's mistakes. The teacher's attitude towards students is also less communicative.

Furthermore, the data shows that as a teacher when in class learning must be fair to students and not discriminate based on their abilities or appearance. Therefore, students will feel valued and enthusiastic in participating in learning. Data describe specific situations where students can be ill-fil from the teacher's favoritism. Such behavior makes students lazy during the teaching and learning process even if it can make them lose the mood to learn more.

There are at least three alternative possibilities in creating a good atmosphere in EFL learning, especially in speaking classes. First, Brophy, Casado, and Derechiwski; Gregersen and Horwitz suggest that a teacher can create a friendly and supportive learning environment (in Ewald, 2007). This can include the formation of relationships such as friends (good relations) between the teacher and students. He must position himself not as someone who knows everything or as the smartest person in the class,

on the contrary, he must position himself as a learning partner who will share, understand, and help students. Thus, there will be no social distance between teachers and students. Students will tend to feel free to interact with their teacher and also take risks in doing assignments or activities (Nunan, 1999, p. 235). As a result, students will feel comfortable dealing with their learning problems, and in this situation, anxiety tends not to occur. Another way of preparing a good learning atmosphere is to provide understanding that mistakes are a normal part of the learning process (Dornyei, 2001, p. 42).

Although most people are aware that there are people who make mistakes in the learning process including language learning, many EFL learners are afraid to make mistakes that cause anxiety in it. For this reason, an English teacher must be able to make students believe that making mistakes is not a sin. Because when students are afraid of making mistakes, they will be reluctant to talk in class and if they are reluctant to talk, it means they are lacking in practice and not learning, which in turn leads to poor performance. Their reluctance may be related to their concerns about the perceptions of other students or even their teachers. Therefore, the teacher must also make students understand that laughing or criticizing others who make mistakes is not a good attitude. For the teacher himself, he must follow up this strategy by giving positive feedback when his students take risks and make mistakes (Nunan, 1999, p. 235). Finally, a way to create a conducive atmosphere for EFL learning is to take advantage of group work. Ewald (2007) suggests that to prevent or at least reduce student anxiety, some practical procedures can be included in the teaching approach. For example, in communicative language teaching, teachers use group work to enable students to interact with their partners freely so they feel more comfortable in class.

This finding is also consistent with Oxford (1999) which classified the most important teacher-learner interactions related to speaking anxiety into three problems such as harsh correction, ridicule, and handling errors

that are uncomfortable in front of the class. A similar result was found by Worde (2003) that some pedagogical and instructional practices brought by the teacher can cause anxiety.

4. Fear of Making Mistakes

Students feel afraid to be evaluated negatively by teachers and peers who express their shortcomings. In addition, some cases of students often laugh at their peers who make mistakes. It really makes students afraid of making mistakes. They are afraid of fooling themselves in public so they would rather be quiet than talk to practice their English. Price (1991: 105) found that fear of being laughed at by others was one of the greatest sources of anxiety.

Specifically, Horwitz and Cope (2010) argue that FLA is related to the discomfort some people feel when their limited language abilities limit from "being themselves" when using a foreign language. Just as we have new haircuts that we find unattractive, strange and uncomfortable, so do people who feel uncomfortable because they use a second language that is foreign to them. When an individual has a positive self-concept, the individual will have good trust and be able to master his anxiety. Meanwhile, when the self-concept is negative, the individual tends to have a desire to shut down and often experiences anxiety when having to communicate.

According to Krashen (2003) studying English as a foreign language learning, psychological factors such as shame, fear of being wrong, lack of confidence, anxiety and other affective factors influence the ability to master one's language. That feeling of fear is called Language Anxiety or referred to as "language anxiety". According to Spielberger (2004) anxiety is a subjective feeling of tension, fear, anxiety, and worry related to arousal from the autonomic nervous system. Whereas Gardner (2003) defines FLA (Foreign Language Anxiety) as a feeling of tension and anxiety specifically associated with foreign language difficulties, including speaking, listening

and learning a foreign language. This causes the mastery of English to be inhibited. Horwitz and Cope (in Tallon, 2009) conceptualize the anxiety of foreign language as a perception of self, beliefs, feelings, and complex behavior related to language class learning.

From some of the above understanding, anxiety in a foreign language is a feeling of tension, fear and anxiety when facing the process of learning a foreign language. These psychological symptoms appear especially when applying a foreign language in a conversation.

All participants felt the same way about the anxiety they felt when they made a mistake. They are very afraid of the reaction of their friends regarding their performance. All students who participated in the study had serious concerns regarding the type of evaluative situation where their speaking performance was monitored by everyone in the class. Data illustrates the condition that students are afraid if they make mistakes. This type of fear of friends' assumptions and reactions has the potential to interfere with their performance in speaking English. Sometimes when they are nervous, they decrease their volume and make it faster to make their friends unaware of their mistakes. However, these actions hampered the development of their target language skills.

In addition, for some students, making mistakes can make them afraid of negative assessments from the teacher as well. Based on the data, students are afraid of the teacher's assumptions. Students think that if they make a mistake, the teacher will give a bad grade and judge that he does not have enough ability to speak in English. This kind of thinking prevents students from developing their language skills. They cannot speak freely when they have a speaking performance because they fear the bad grades and judgment of others.

Similar result was found by Price (1999) that fear of being laughed at by others as one of the greatest sources of anxiety. Moreover, this finding was also consistent with Oxford (1999), he noted that ridiculing was one of the most important issue related to speaking anxiety.

5. Lack of Preparation

Data found by researchers shows that to achieve the goal of being a fluent English speaker, students must practice speaking regularly. However, the limited English exposure in their environment impedes the development of their communicative abilities. The findings show that lack of preparation is also a factor that contributes to student anxiety. Some students admit that they are usually very anxious when they do not adequately prepare for exams or other activities about learning English. The data shows one reason why students feel anxious when appearing to speak even in an English-speaking environment, or in this case the speaking class. Lack of experience to speak makes him feel depressed during speaking class activities that require students to often speak in English. In addition, teachers expect students to speak spontaneously and fluently. This is a serious problem for students who have not had such experience before. Their experiences may speak only when the teacher asks but not at other times.

Furthermore, a participant blamed himself for feeling so worried because he lacked learning. The data describe situations where regular English classes that should be the main class for learning to speak in English cannot provide sufficient opportunities to practice student skills in English. English class is the only place where they can practice speaking in English with proper guidance. In fact, the frequency of continuous practice is very important to reduce anxiety.

Students sometimes get lost, can't think of what to say next, or in other ways lose the fluency that is expected of them. The teacher can let them struggle out of such situations themselves, and even sometimes, this might be the best choice. However, the teacher might also be able to help them and their activities progress by offering different suggestions. If this can be done in a supportive manner - without disrupting discussion or

forcing students out of their role - it will stop the frustration that some students might feel when they arrive at a "dead end" language or idea.

Similar result was found by Marwan (2007) that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

6. Self Perception

Some students find language difficult because they are conditioned to believe that the language is difficult. For example, students believe that they should be able to speak perfectly. While others think that English is a difficult subject. Such beliefs can lead to language anxiety. According to Horwitz (1986: 127) certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. This also indicates that low self-esteem can generate anxiety. Price (1991: 106) noted that anxious students believed their language skill were weaker than any other students. People with low self-esteem tend to worry about what others will say about themselves. Mostly it comes from their learning experience. A stressful learning experience will give condition the students to believe that the language learning is difficult. This belief is quite enough to generate negative thinking to the presents to avoid every single thing about the language learning includes preparation for classroom activities or a test.

There are certain beliefs about language learning which can be a source of anxiety. Horwitz (1988: cited in Ohata, 2005: 138) noted that a number of beliefs derived from learners' irrational and unrealistic conceptions about language learning, such as 1) some students believe that accuracy must be sought before saying anything in the foreign language, 2) some students attach great importance to speaking with excellent native-like accent, 3) others believe that it is not okay to guess an unfamiliar second/foreign language word, 4) some hold that language learning is basically an act of translating from English or any second/foreign language,

5) some view that two years are sufficient in order to gain fluency in the target language, 6) some believe that language learning is a special gift not possessed by all. The unrealistic beliefs can provoke frustration or anger towards students' own performance.

In addition, according to Gynan (1989), some learners believe that pronunciation is the most important aspect of L2 learning, expressing great concern for speaking with an excellent accent over the content of their statements. In a line with Gynan, Horwitz (1988) has also suggested that some of the learner beliefs came from their unrealistic and some wrong conceptions about language learning. Firstly, she found that some learners were concerned about the correctness of their speech in comparison to native-like accent or pronunciation. Secondly, some believe that two years of language learning is enough to achieve a native-like fluency. Thirdly, some express that language learning means learning how to translate. The last, some others believe that success of L2 learning is limited to a few individuals who are gifted for language learning.

Based on the results, it is possible to point out that unrealistic beliefs held by learners themselves can lead to greater anxiety and frustration, especially when there is a clash between their beliefs and reality. For instance, if beginning learners believe that the most important aspect of L2 learning is only pronunciation, they will naturally get frustrated to find the reality of their imperfect speech even after quite a lot of practices. In this sense, learner beliefs can play another major role in creating language anxiety in students.

Data findings show that the situation in the classroom is sometimes less conducive, caused by those who are sometimes slow to follow the course of the learning process, and those who are quick to accept the lesson. Many students are more dominant using local and Indonesian languages. As a result of the lack of use of English, students become less trained to pronounce English vocabulary, apart from using grammar. Besides, anxiety arises when someone has to talk or interact with other people. Anxiety

arises before, during and after the process of speaking takes place. This then affects their fluency in speaking, so they tend to talk in circles and have no clear direction. It is this anxiety which then creates a feeling of pressure that makes them doubt they will succeed in conveying their intentions clearly. This causes students with low English speaking ability to become more anxious and depressed because they feel they are always left behind and are less able to attend lectures.

Negative thoughts about themselves can trigger anxiety because it lowers self-confidence. Unrealistic expectations and beliefs of students about learning and language achievement have the potential to trigger frustration with their poor performance. Many participants felt that English was a difficult subject. Students often think that they cannot speak properly or understand lessons. They also feel less competent than other students. They keep thinking that other students are better than them. In other words they have low self-esteem.

In addition, situational self-esteem occurs here which includes self-assessment of students in certain situations or in this case the English-speaking class. His personal self-assessment made him worry about what his classmates and teacher thought.

These findings were consistent with Horwitz *et al.* (1986) that certain beliefs about speaking also contribute to the students' tension and frustration in the classroom. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. similar with research conducted by Anggreani and Rachmijati (2017) student anxiety in speaking is caused by the factor of seeing friends who are more capable than themselves so that they make themselves feel insecure when speaking despite the desire to speak highly. Furthermore, similar result was found by Marwan (2007) that lack of confidence is one of the primary causes of students' anxiety.

7. Type of Task.

Inappropriate ways of teaching can also contribute to students' anxiety, for example speaking too much fast. According to Worde (2003: 5), the inability to understand what is being said in the classroom often lead to communication apprehension. Besides, threatening teaching method like calling on students one after another in seating order may also generated anxiety. Oxford (1999: 66) also neted that "harsh correction, ridicule and the uncomfortable handling of mistake front of a class are among the most important instructor-learner interarction issues related to language anxiety." Students might also feel anxious because of the excessive material demand. They find that foreign language class stressful when they do not have sufficient time to understand the lesson because the amount of the materials is excessive. Moreover the level of difficulty of foreign language class and the poor of result of students may get anxiety when compared to other classes. So, they may find that the foreign language class is more demanding and more difficult than other class.

According to Zeidner (1998: 17), anxiety about tests as a scientific construction, refers to a collection of phenomenological, psychological, and behavioral responses that are included with concerns about the possibility of negative consequences or failures on tests or similar evaluative situations. Anxiety or anxiety tests of students are characterized by a very low response threshold for anxiety levels in evaluative situations. Horwitz (1986: 127) states that test anxiety refers to a type of performance anxiety that comes from the fear of failure. Students' anxieties about tests often place unrealistic demands on themselves and feel that what is lacking from a perfect test result is failure. Students who experience anxiety about tests in foreign language classes may experience considerable difficulty since tests and quizzes are often conducted and even for the smartest and most prepared students often make mistakes.

An understanding of test anxiety is also related to the discussion of foreign language anxiety. Test anxiety is quite pervasive in language

classrooms because of its continuous performance evaluative nature. Unfortunately, highly anxious students, foreign/second language, require continual evaluation by the instructor – the only fluent speaker in the class (Horwitz et al., 1986: 129). It is also important to note that oral testing has the potential to provoke both test and oral communication anxiety simultaneously in susceptible students (Horwitz et al., 1986: 127).

From the results of the data found by researchers There are several types of assignments given by the teacher in class, such as talking, telling stories, dialogues, role plays, or games. Assignments are usually done in front of the class or in the student's own chair. The task becomes something that causes anxiety if students are asked to present their activities in front of the class. When they practice speaking in front of their friends, their confidence has a certain effect on their performance.

B. How Do The Factors Affecting Anxiety In EFL Learning

Linguists have long been interested in anxiety in second or foreign language learning because of its debilitating effects on learners and the learning process. This interest began in the mid-sixties with researchers' suspicion that second or foreign language learning could be inhibited by the anxiety experienced by students (Ewald, 2007). In connection with this fact, many researchers in the following decades, as Horwitz and MacIntyre underlined, anxiety in second or foreign language classes has a negative impact (Ewald, 2007). One of the reasons why anxiety tends to occur in the second or foreign language class was raised by Guiora who stressed that language learning is a "very troubling psychological problem" because it directly threatens one's self-concept and world view (in Horwitz, Horwitz, & Cope 1986, p. 125).

Common symptoms of language learning are anxiety that may appear as feelings of tension and discomfort (affective), negative self-evaluation (cognitive), and a tendency to withdraw due to the presence of others (behavior) (Schwarzer in MacIntyre, 1995; Sarason & Spielberger in MacIntyre 1995). In the case of an English learning situation, students who

experience anxiety can become members of the first or second group stated by Ganschow & Sparks. Because both types of learners experience the same type of anxiety, namely language anxiety, and usually exhibit the same symptoms in their learning activities, they fall into one category that is anxious learners.

Anxious students generally show the same indications. In several studies, the results show that the second most anxious or foreign language learner experiences anxiety, fear, and even fear in class (Horwitz, Horwitz, & Cope, 1986). They further pointed out that in engaging with learning activities, these students can also have difficulty concentrating, being unconscious, sweating, and experiencing an increased and irregular heartbeat. In line with this, Daubney (n.d.) argues that physical reactions exhibited by anxious learners are generated from negative energy (anxiety) that specifically affects students' short-term memories. As a major impact of such anxiety, Horwitz, Horwitz, & Cope (1986) claim that anxious students will exhibit escape behaviors such as skipping class or delaying homework.

In EFL learning situations, especially in speaking activities, social interactions that generate anxiety can be described through situations when a group of students is learning a second language or a foreign language in class. In this learning situation, social interaction may often be involved in teacher control even though most of the activities are not communication in the true sense. However, this imitation of social interaction requires students to use functional language (intended for specific purposes) because outside the classroom they interact with various kinds of people in the actual context, which are designed for specific purposes. In this way, students are confronted with the actual function of social interaction and communication. Because both are open and required to engage in social interactions that are built using languages that are not their native language, some students may experience anxiety that can interfere with their interactions which in turn negatively impacts their learning, performance, and ultimately acquisition.

Pappamihiel (2002) claims that not much research has been done on the impact of second or foreign language anxiety on the acquisition of English

values among EFL students. However, the results of such anxiety experienced and demonstrated by English learners have led some researchers to a firm statement that second or foreign language anxiety can have a detrimental effect on learning English (Pappamihel, 2002). Some researchers argue that second or foreign language anxiety can significantly and negatively affect English language learners in learning to speak specifically. In their study, Horwitz, Horwitz, & Cope (1986) found that primarily, students experience anxiety when they are assigned to perform tasks related to two of the four macro skills namely listening and speaking. They continue to assert that second or foreign language learners are more likely to seek help from someone other than their teacher as in the student learning center when they have problems with their speaking assignments. By supporting this statement, Woodrow (2006) found that communicating with native speakers in the L2 setting is a cause of stress for EFL students. Woodrow's findings are strong evidence how dealing with spoken English communication is a threatening situation. In addition, anxiety has also been found in learning other macro skills. Ewald (2007) argues that the anxiety of writing a second language or a foreign language and the anxiety of a second or foreign language class are intertwined despite the fact that they are actually autonomous concepts. He implied that students could also be anxious in learning writing skills. In another study, Pappamihel (2002) revealed that students who felt good reading and writing skills were less anxious than those who believed that their reading and writing abilities were poor.

In the learning process, anxious ESL students tend to show a reluctance to produce complex words or sentences in speaking activities. Horwitz, Horwitz, & Cope (1986) suggest that anxious EFL students tend to avoid disclosing information in complex and long sentences because they might feel anxious. Chang and Chen (2004) show that negative anxiety in the second or foreign language has a causal influence on the perception that the second or foreign language class is difficult, difficulty in learning in class, low scores, and lack of skills to develop. It can be concluded that anxious students tend to

assume that learning languages are always difficult to do so they always feel inferior when learning a second language or a foreign language. This assumption, which is partly influenced by the history of frustration in their language learning (Chang and Chen 2004) will in turn make it difficult for students to learn the language (accept and understand input). Because of their poor understanding, their learning seems to be unsuccessful which is reflected in their process of learning.

This unsuccessful learning is very likely to have an impact on student performance in speaking. Daubney (n.d.) explains that the anxiety of a second or foreign language will disturb the short-term memory of the student which prevents the student from formulating words and thoughts in the sufficient time needed to turn them into verbal and communicative sentences. Even worse, students can sometimes lose words (freeze) and eventually the productivity of their second language or foreign language will be reduced. It can be said that anxious EFL students tend to show poor performance because their anxiety prevents them from showing their ability to speak optimally. As has been mentioned above, producing simple sentences that are structured in communicating ideas is considered less frustrating and therefore students are very likely to feel more secure from high anxiety. In terms of speaking performance, this simple sentence seems to lack vocabulary and grammar mastery.

With these limitations, students tend to produce less knowledge than the knowledge they process in learning languages (McIntyre & Gardner, 1994, p. 301 in Ganschow & Sparks, 2007). In addition, Horwitz, Horwitz, & Cope (1986) argue that second or foreign language anxiety prevents students from practicing fluency in the second or foreign language they have learned and mastered.

In terms of acquisition, Krashen (in Horwitz, Horwitz, & Cope, 1986) argues that the ability to absorb material learned in the target language will be hampered. Therefore, the acquisition of a second language among students will stagnate when their anxiety plays a role in the emergence of affective filters

that cause students to not successfully receive language input. Krashen's argument indirectly links the anxiety of the second or foreign language with the acquisition of the second language, the learning process, and how it is done by the student. When an EFL student experiences anxiety in class, Krashen asserts that he will not accept the input of the language he is learning because affective filters prevent it from being like that. In this way, this language input will not be absorbed and understood by students because he considers the input difficult and frustrating. In other words, his cognitive abilities in this situation cannot be utilized and therefore the learning process does not take place. As a result, because practicing the language learned requires mastery of language input that is supposed to occur in the learning process, students are very likely to give poor performance. In the end, the language skills of students are unlikely to develop. Overall, it has been revealed that second or foreign language anxiety is experienced by students who are anxious in the three stages of learning; input, process, and output (Bailey, Onwuegbuzie, and Daley 2000).

C. Students' Strategies To Reduce Their Anxiety In EFL Learning

Jannah (2013) states that people experience anxiety when faced with situations that appear to be beyond their control, feelings of helplessness and being unable to control what happens is a staple of most anxiety theories, because feelings of anxiety are very unpleasant emotions, then anxiety can overcome by the ability of emotions to control the situation at hand. It is this anxiety that can affect the level of motivation for learning.

Anxiety in learning a foreign language is an obstacle experienced by students in the class. In the Second Language Acquisition (SLA) research, anxiety has received great attention with the lack of anxiety as an important component of personality traits or self-confidence (Savile-Troike, 2006: 90). Anxiety is negatively correlated with actions of second language skills including grades given in foreign language classes, which means that higher anxiety tends to be in line with lower levels of success in learning. In addition, self-confidence, lower anxiety can be manifested by being more willing to take

risks or more challenging behaviors. In order to reduce student anxiety in learning English, the strategies used by them are as follows:

The first strategy used by students is asking friends about material that is not understood or the meaning of words that are not yet understood is one of the strategies used by students to anticipate in mastering the material. The biggest factor causing anxiety to speak is the lack of knowledge in speaking in English followed by internal factors. While the main choice for overcoming anxiety is to practice with friends because it is considered as the easiest choice and can be shared so as to reduce the anxiety. Besides asking friends, students also use technology in learning English such as finding additional material on Google or watching English learning tutorials on YouTube to improve their English skills.

The second strategy is to Enjoy learning and increase confidence in learning English can improve students' English proficiency. so students don't feel pressured every time they take an English class. In addition, when students can enjoy learning in class, tension will be reduced and the impact can increase concentration in learning English. In addition to enjoying learning in class The students try to always think positively that they are able to speak English, they try to be confident when they speak English, and they imagine that they can give an extraordinary appearance when they speak English in class. Students state that positive thinking can minimize their anxiety. Although the topic is difficult, they believe that the lecturer gives them appreciation for what they have done.

The third strategy is to improve the practice of English pronunciation to help students improve their mastery of English. because according to students the material learned in the classroom with the teacher if not practiced again outside the classroom by multiplying the practice of speaking in English, it will be difficult to develop in their mastery of English.

The fourth and the last strategy is to memorize. Memorizing the material to be presented in front of the class is one of the strategies used by students to reduce their anxiety in learning English. By memorizing the script that will be

displayed in front of the class, students feel safe from the grammar structure errors and the pronunciation of the vocab because they have prepared the material to be presented in accordance with the text they prepared beforehand.

In addition, besides the strategies presented above that have been used by participants to overcome their anxiety in learning English. Henceforth, students can improve their ability to minimize their anxiety by using the strategies stated by Kondo and Ling (2004), in their research, successfully identified five strategies that are usually carried out by EFL students in dealing with their anxiety. They are preparation, relaxation, positive thinking, making friends, and resigning. This strategy applies generally to EFL students; however, the basis of this strategy allows them to be applied in EFL classes and speaking classes. Each strategy is described in the following discussion.

The first strategy is preparation, which is usually done by students to try to reduce the effects of anxiety, especially by improving their learning strategies during class and independent study outside the classroom individually or in groups. This could include giving more time and energy to review material at home and trying to summarize lectures better. With regard to speaking classes, preparation can take the form of practicing material that has been previously studied with peers outside the class and discussing it. Another example is planning ahead for the next activity, especially when the activity requires individual performance such as group or individual presentations. In this case, a student can prepare an outline to guide his presentation and discuss with peers or people who can help like parents or counselors at the student learning center. This preparation can include practice but not memorize or practice pronunciation of difficult words. In addition to 'academic' preparation, it is also beneficial for students to get enough rest and eat well before the presentation day. By using this preparation strategy, students are expected to be more confident that he has mastered the material and how he will discuss it in front of their friends and teachers. This subjective self-perception is believed to reduce the level of anxiety in speaking activity. Similar to Abdul's opinion (2018) students' strategies to prepare themselves

better before speaking, try to make English study habits more often, and students study hard all day before they speak English in class. Students also make a number of repetitions such as talking in the mirror and talking with friends who want to hear. Making good preparations helps students become more confident in English.

Second, students must try to relax while in class. The purpose of this strategy is to minimize or reduce nervousness and fear when students encounter language class situations. A common technique for relaxing is to only take one or two deep breaths so that you can help the next technique, which is to try not to panic and stay calm. Thus, students are expected to perform optimally so they can take advantage of everything they have prepared in advance. By being relaxed, students are more likely to be able to use their cognition and thus their performance will be better managed and structured. In addition, when students feel relaxed, they will be better at controlling their voice, articulation and speech, which in turn contributes to their appearance. In line with Abdul's opinion (2018) in dealing with students' anxiety in speaking, students try to calm down, take deep breaths, and students pretend to play with their hands. Even though this strategy might not work one hundred percent, it can minimize student anxiety in front of the class.

The next strategy is positive thinking. Kondo and Ling (2004, p. 262) argue that this strategy has "a palliative function in suppressing problematic cognitive processes that underlie student anxiety." According to these two researchers, this strategy could include self-perception that a person can perform well or try to enjoy the tension of the learning situation. In situations of learning to speak, this positive thinking is very likely to occur when a student has made good and relaxed preparations. The perception that everything will go well and smoothly is supported by these two facts. Therefore, when a student believes that his presentation will be done well, he will refer back to what he has done before and realize that he does not need to panic. In this way, positive thinking will actually increase his confidence. Eventually, he will gain more control over his emotions and cognitive abilities and so his anxiety will

most likely diminish. In line with the opinion expressed by Abdul (2018) positive thinking strategies can also be applied by students to overcome their anxiety in learning English. Students always think positively that they can speak English, students try to be confident when they speak English, and they imagine that they can give extraordinary performances when they speak English in class can reduce their anxiety and will increase their enthusiasm to learn English in class.

So far, the strategy described above seems to be beneficial for English learners. However, not all of the five strategies identified by Kondo and Ling can be properly recommended and recommended to students. Resignation, for example, is the fourth strategy that occurs when an anxious student decides to break away from a challenge (duty or obligation) by giving up or sleeping during class or even skipping it. Although both researchers argue that this strategy works for some students in minimizing the effects of their anxiety, this is clearly not a productive strategy.

Another strategy that tends to be encouraged in learning English is finding friends. This refers to the willingness of a student who is anxious to look for other students who have the same problem in understanding the teacher's explanation or experiencing anxiety in class. The two researchers argue that this strategy can reduce anxiety from students who are anxious because they realize that other students who have similar difficulties can function as "emotional regulation by social comparison" (Kondo & Ling, 2004, p. 262). However, simply relying on this strategy too much might make students addicted to such feelings of relief, without considering what they must do to overcome their anxiety. In other words, making more friends without proper preparation, trying to relax, and thinking positively will not help student performance. Therefore, their anxiety seems to be only temporarily reduced because when they have to perform and realize that they are not ready, their anxiety will increase instantly.