

CHAPTER I

INTRODUCTION

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

A. Background of the research

Language as an element of communications among nations or societies is used to submit ideas and feelings. The world without language like silent world. Language becomes one of the most important things in human life. By language, everything can be expressed meaningfully. As Romaine's statement (2000: 23), language helps us to make sense of the world. Society as the language user is always developed. Nowadays, people are not only able to speak in their native language, but also they are able to communicate in foreign language. It shows that language is also developed time by time. Recent people develop their life by many kinds of knowledge and science. Everything can be learnt and those can be useful for human life if it is applied wisely. Language is one of those kinds that can be learnt.

Now, English is very important in our life in open prospect in the future. The ability in English, make the learners easier to master all of knowledge. For some science books has written in English as international language. English is

one of the most widely-used language and it is an important means of communication in the global community. As a matter of fact, it stands to reason that many people would like to learn English. In order to be successful in using English as means of communication. English language learners have to be capable of all of the language skills: listening, speaking, reading, and writing. In addition, they need to master various competences related to the language components in that they need to have adequate knowledge of English grammar, sufficient vocabulary size for communicative purposes in English, and accurate pronunciation of English utterances.

One of the most important skill is Speaking. Ur (1991:120) States: "Of the all four skills, speaking is considered to be able the most important skill. Learning speaking become the greatest interest for foreign language learners". Besides, Richards (2002:201) states, "A large percentage of the world's language learners study English in order to develop proficiency in speaking". In short, the ability of English is measured by its result in speaking skill or oral communication. Speaking is one of the four language skills which should be developed in teaching English in line with Hedge' ideas (2000:261) that suggest "learning is very important students". For many students learning to speak English is a priority. They may need this skills of variety of reasons such as for exchanging information or for influencing people, like to persuade the other to people to believe about what they said.

Speaking in a foreign language is very complex task because the speaker has to understand the nature of what appears to be involved. For example, learners

need linguistics competence to be able to use the language appropriately to given context. It means that learners must also acquire knowledge of how the native uses the language in the context of structured interpersonal exchange, in which many factors interact.

Learning speaking needs more chance to practice the target language teacher must give good speaking activities to support the students' speaking ability. Harmer (2003:8) states, "Good speaking activities can and should be highly motivating. If all the students participating fully and teacher has set up the activity properly and can then give sympathy and useful feedback they will get tremendous satisfaction from it". The speaking activities can and should motivate the students to practice speaking well. With good activities, the students are motivated in speaking English well.

Teaching speaking is a challenging responsibility as there are many problems related to every day practice. According to Ur (1999:121), some fundamental problems that to appear in speaking class include inhibition, complete silent, and low participations. Learners often feel afraid to say things in a foreign language classroom. They are usually worried in making mistake, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. In addition, learners often complain that they cannot think of anything to say; they have no motivate to express themselves beyond the guilty feeling that they should speak.

The teaching and learning strategy is very important factors in teaching. Teaching strategies are producers used by the teacher which serve as a way of teaching a goal (Suryosubroto, 2002). Language learning strategies in reducing anxiety in speaking English is important because since studying English requires a kind of interaction such as conversing, discussion, and presentation, students who are afraid of making mistakes might perceive these tasks too difficult. Organizing students to do the activities probably give pressure to them. With feelings of discomfort and insecurity. They find it difficult to share their opinions and participate in class discussions. They become worried and anxious in language classroom. According to Larson (2007:2) "Anxiety can be described as a perceived notion of psychological distress which occurs due to the expectation of disconcerting and potentially threatening event. Although extensive research has focused on the concept of anxiety, it cannot be defined by purely objective or concrete means". This concept was supported by Davidoff (1981:356) that clearly define anxiety as an emotion characterized by feeling anticipated danger, tension , and distress and by sympathetic nervous system arousal.

Students' anxiety in speaking English in the class is a problem commonly found in teaching speaking, So, students cant' improve their speaking ability. Aida (1994), MacIntyre and Gardner (1991), in Tsiplakides, (2009:39) state that: "Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non anxious students". So, Students' anxiety in speaking English very important to be solved.

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

Many causes of students anxiety in speaking English, it's important for students' to reduce their anxiety in speaking English, Because (Bailey, in Zhang,2001:52) says: "A contributing factor to learners' success or failure to master second foreign language is the manner that learners for their worries, apprehension, and even dread when faced with a certain language".Especially for second semester students of English education program, this study analyzes the anxiety level of IAIN Tulungagung.

Based on the reasons above, the writer carries out a study entitled: "A Study on Students' Strategies ToReduce Anxiety in Speaking Classon Second Semester Students of English Education Program at IAIN TulungagungAcademic Year 2013/2014".

B. Statement of Research Problems

Based background that has been discussed, the writer formulate the problems as follows:

1. What are the causes of the students' anxiety in speaking class on second semester students of English education program at IAIN Tulungagungacademic year 2013/2014 ?
2. How the students' anticipatesto reduce their anxiety in speaking classon second semester students of English education program at IAINTulungagung academic year 2013/2014?

C. Objectives of the Research

Referring to the formulation of the research problems above, the study is intended to uncover:

1. To know the causes of students' anxiety in speaking classon second semester students of English education program at IAIN Tulungagung academic year 2013/2014 ?
2. To know the students' anticipates to reduce their anxiety in speaking classon second semester students of English education program at IAIN Tulungagung academic year 2013/2014 ?

D. Significance of the Research

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

1. For the English lecturers

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

2. For the students

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

3. For the future researcher

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

E. Scope and Limitation of the Research

In this research, the scope is focused on choice of students' strategies to reduce anxiety in speaking English. Here the lecturer should be able to reduce anxiety effectively.

The subject in this research is the second semester student of English Education Program at IAIN Tulungagung academic year 2013/2014.

F. Definition of key terms

The key terms used in this study are defined as follows:

Strategies are steps done by the teacher in the teaching learning process to implement the overall plan and long term, in order to educate, guide and direct students toward a better (Nanang Fatah, 2004).

Reduce is to overcome causes of the students' anxiety or anxious moments in speaking English.

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

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

Class is a group of students meeting regularly to study a subject under the guidance of a teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about sub-heading of study, speaking and the problem in speaking Anxiety.

A. Speaking

1. Definition of speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of the need, response to the end, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistics competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

Finally, Speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997). A good speaker synthesizes this array of skills and knowledge to speech act.

2. The purpose of speaking

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

The following are the general objective of Talk by Tarigan (1985: 16), described that speaking has some purposes, which are:

a. To Inform

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

b. To Entertain

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

c. To Persuade

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

d. To discuss

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

3. The Types of speaking

Speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. (Brown 2003:140), speaking skill has some types. (Brown 2003:141) proposed that there are 5 types of speaking skill as follows:

1. Imitative. Deals with the ability to parrot back word or phrase or sentence.
2. Intensive. Refers to the production of short sentences of oral language
3. Responsive. Focus on interaction and test comprehension but at the limited level of short conversations, standard greetings, small talk, request, and comments.
4. Interactive. Concern with the length and complexity of the interaction are more in interactive task than in responsive ones. The task sometimes includes multiple participants.
5. Extensive. Includes speech, oral presentations, and storytelling. Oral interaction from listeners is either highly limited or ruled out altogether.

4. The element used in speaking skill

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

They are:

1. Pronunciation

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

2. Grammar

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

3. Vocabulary

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

4. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These sign indicate that speaker do not have spent a lot of time searching or the language items needed to express the message (Brown, 1997: 4)

5. Comprehension

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

5. The Factor supporting the effectiveness of speaking

To make students communicate and become aware of their language use can not only be achieved by input from teacher. Teachers need to create situations where students get the chance to speak and communicate with each other. Speaking in the classroom are an important part of teaching English since they help students to develop their language and fluency when talking. According to Penny Ur (1996) argues that the speaking skill is the most important one since foreign language learners are most of all interested in becoming actual speakers of a language. Therefore, activities that developed learners' speaking skills are an important part of a language course. Penny Ur writes about characteristics for an effective speaking activity. they are:

1. Learners talk a lot. Classroom activities must be designed in such ways that provide opportunities for learners to talk a lot.
2. All get a chance to speak. a minority of talkative students should not dominate classroom discussions. And contributions must be fairly distributed. Classroom activities must be designed in ways that help all the students to take risk.
3. Motivation is high. Learners are eager to speak because they are interested in the topic. And want to contribute to achieving a task objective.

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

B. The Problem in Speaking Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz 2001: 113). Anxiety has been found to interfere with many types of learning and it is only logical that this would also to second language learning (Horwitz 2001:113).

1. Types of Anxiety

There are three types of anxiety identified by some experts; Cattell & Schier 1963, McIntyre & Gardner 1989, Spielberger 1966.

a. Trait Anxiety

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

b. State Anxiety

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

c. Situation-Specific Anxiety

“The situation-specific view of anxiety is based on the assumption that certain types of situation are more likely to produce anxiety than others” (Toth, 2010), Anxiety in language learning is categorized into situation-specific anxiety (MacIntyre In Young, 1991 and Horwitz, Horwitz and cope, 1986). They argue that situation-specific anxiety only occurs in particular situation such as giving speech, taking a test, or using other language. Thus, situation-specific anxiety represent anxiety in language learning.

2. Components of Foreign Language Anxiety

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

a. Communication Apprehension (CA)

Communication Apprehension arises from someone's fear and shyness when it comes to communicate with others. Communication Apprehension in foreign language learning comes from someone's personal knowledge. In Communication Apprehension, people are usually afraid of oral Communication that is about speaking and listening (Wu and Chan, 2004). They might get difficulty to make someone understands and to understand someone.

b. Test Anxiety

Test anxiety is related to someone's fear of test-taking situation. Students tend to deal with test anxiety every time they get to face frequent test. As Wu and Chan (2004) argue that students, in their mind, build up such negative thought toward test and have unreasonable opinion and evaluative situation.

c. Fear of Negative Evaluation

"Fear of Negative Evaluation comes from students' apprehension about other's evaluations, avoidance of evaluate negatively" (Watson *et al* in Toth, 2008) Horwitz, Horwitz, and Cope (1986) state that fear of negative evaluation is not limited to test-taking situations, They argued that it is broader than that it may appear in any social. In a foreign language context, Negative Evaluation may come teachers and peers because in FL learning, continuously evaluation is needed.

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

d. English Classroom Anxiety

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

3. Sources of Language Anxiety

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

1. Personal and interpersonal

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

2. Personal belief about language learning

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

3. Instructor beliefs about language teaching

Young (1991) quotes Bradly about Instructor's belief of their role in class. Most instructors play their role as the centre of the class. Instructors who think their role in class teaching and talking, who believe their role is like a commander instead of facilitator, who feels wrong in pair is bothering the class, may be contributing to learner language anxiety.

4. Instructor-learner interaction

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

5. Classroom procedure

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

6. Language test

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

CHAPTER III

RESEACH METHOD

This chapter consist of explanation of the research design, data and data sources, subject of the study, time and setting of the study,data collection method, technique of data verification and technique of data analysis

A.Research Design

The approach applied in this study is qualitative. Qualitative deals with data with in the form of word, rather than numbers, Moleong (2011: 6) defines qualitative study as study aimed to understand a phenomenon about what is experienced by the subject such as, behavior, perception, motivation, action, etc. Ary (2006: 454) says that the data collected in qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on. A researcher generally does a qualitative study by standing on the existing theory and the theory helps the researcher to connect the finding data.

According to Sugiyono (2008: 8), qualitative study is called naturalistic study because the study is done in natural setting, and qualitative study is also often called ethnography because this approach is mostly used to study about culture anthropology. Sugiyono (2008: 12) also states some characteristics of qualitative research, those are; this study is done in natural setting, the finding data are in the form of words or pictures, this study is emphasized in process rather than product, and the data analysis is done in inductive way, and the study emphasizes in meaning. The naturalness of this study is shown when the process

of collecting data. It is done without manipulating the condition of the subjects. The subjects are studied in their natural situation. They are just observed about what their strategies in reducing anxiety in speaking English.

In this research, the main point of this research are collect and accumulate the basic data in descriptive way. It intends to describe about the Students' Strategies to Reduce Anxiety in Speaking class on Second Semester Students of English Education Program at IAIN Tulungagung.

In addition, the purpose of the study was to reveal intensively and specifically about how this method was applied in the classroom. Means that it was developed as a case study. Yin (1994: 13) described as an empirical enquiry that "investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" in other word, a case study deliberately considers the contextual conditions. Yin (1994: 13) states that distinguishes three main types of case studies: exploratory, descriptive and explanatory. This research is predominantly a descriptive case study

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

B. Data and data source

Data contains information related with what needed based on research question. Data source is source which researcher can take from sources intended

are some objects that is possible to give representative data. Actually, there are two classified data source, they are primary and secondary source. Data in the research is not only analyzed fact supporting data is also used to support research Ary (1985:335) the data resources of this study are humanly data resource as people or informant assumed understanding clearly about the information and problems they are:

C. Subjects of the study

This subjects of the study are the students who have been reducing anxiety, especially speaking. They are the students of IAIN Tulungagung from the same semester. They are four male/female students from the second semester students of English education program in C class academic year 2013-2014. With criteria such as sweating, clammy palms, red spots on face, blushing, increase in tone of voice when speaking.

D. Time and setting of the study

This study is conducted to the second semester students of English Education Program at IAIN Tulungagung in the academic year 2013/2014. The study is done for two months starting from April to May 2014.

E. Data Collection Method

Data collection method is systematical and standard procedure used to collect data that is need. In this research, the researcher uses to collect data through:

1. Doing observation

Narbuko and Achmadi (2009: 70) defines that observation method is determined as observing and taking notes on a phenomenon that is observed systematically. In this observation activity, the current status of a phenomenon is determined by observing not by asking.

Observation gives important contribution to descriptive research because contain types of information can be obtained through direct observation. This method is used to observe both the teacher and students' process of interaction that occurs in speaking class. In collecting the data, the researcher conducts non-participant observation; it means that the researcher does not involve herself to the subject activities in the classroom.

2. Doing indepth interview

Bungin (2001: 155) gives the definition of interview; is the process of conversation aimed to construct about people, events, activities, organizations, motivation, feelings, and any others done by two people, interviewer and interviewee. In another source, Moleong (2011: 186) also states that interview is conversation between two people; interviewer who ask the questions and interviewee who gives response to the interviewer's questions. Interview is the most popular method of collecting data, so it is mostly used in any kinds of research.

The data in this study were collected from doing interview with the students as the subjects. The interview was done to gather information about subjects' opinions and feelings about learning tenses in their own words. The interview was

conducted to clarify the data collected from questionnaire completed by the subjects. The researcher aimed at knowing more and deeply about what are the causes of the students' anxiety in speaking class and how the students' anticipate to reduce their anxiety in speaking class. According to Gay (1992:231), the interview is the most appropriate for asking questions which can not effectively be structured into-multiple choice format. Such as question of personal nature. When well conducted, it can produce in-depth data not possible with a questionnaire.

The researcher applied in-depth interview. In-depth interview is that is a way to collect data or information by meeting directly with the interviewer to get detail and complete information (Bungin, 2001: 158). Based on the type of questions, there are three kinds of interview (Arikunto, 2010: 199)

1. Unguided interview, in this interview, the interviewer carries out the interview with no systematic plan of questions.
2. Guided interview, the interviewer carries out the interview by using a set of questions which have been arranged and prepared.
3. Guided and unguided interview, the interviewer uses a set of questions, which are developed to gain specific data.

The researcher used guided and unguided interview. The purpose of this interview was finding the problems openly and deeply. The researcher passed some producers in doing interview. First, the researcher prepared the instrument, the interview guide which contained some questions related to the research topic. Second, the researcher asked and talked to the subjects in a friendly way. The

researcher also recorded subjects' answers. The last, the researcher wrote interview transcript based on the recording.

F. Technique of data Verification

In the previous steps, the researcher collected the data from some methods; observation and interview. To get trustworthiness of data, the researcher then verified the data collected from field. Method of data verification means way to check whether the data collected from a method is suitable with data from another method. Sugiyono, (2008:241) states that the aim of triangulation is not to determine the truth about some social phenomenon, rather the purpose of the triangulation is to increase one's understanding of what ever is being investigated. From the aim above, triangulation is needed to verify the data.

Method of data verification used in research was triangulation. Triangulation was done by combining some data collection methods. Triangulations means the researcher uses some different methods in collecting data to get data from the some source (Sugiyono, 2008: 241). The purpose of triangulation is to verify the credibility of the data. There are three kinds of triangulation; source triangulation, method triangulation and time triangulation. Methods triangulation means triangulation aimed at examining the credibility of data by checking data from the some source by using different techniques (Sugiyono 2008: 275)

First, the researcher get the data from interview given to the subjects to get data clearer and deeper. The data interview were crosschecked with the result of interview and the data would be accurate.

G. Technique of data Analysis

After the data are collected through doing observation and interview, then the data are analyzed. The data analysis for the present study is done by applying the procedures suggested by Miles and Huberman (1992:23) covering data reduction, data display, and conclusion drawing that is done interactively.

1. Data reduction

Data reduction refers to process of selecting, focusing, simplifying, abstracting, and transforming the data that appear written-up field notes or transcription.

Data from the field was complex and complicated, so it needed to be analyzed by reducing data. Data reduction was done by selecting the appropriate data and focusing to the important data. All data got from the field were simplified to find which data appropriate with research problems. Those which were not appropriate were reduced.

By completing questionnaire, the subjects decided which statements are suitable with their true condition. Some of those statements are relevant with the research questions, but some of those which were not needed included in findings, but those which were not needed were ignored. From the interview, much

information arose even some of those were not needed information. Meanwhile, the result of interview also showed how students' strategies to reduce anxiety, what strategies they use and how the used strategies in reducing anxiety. in their learning. Many answers came from the interview. Each subject had her own answer about strategies in reducing anxiety Therefore, the data needed reducing. In this step, the irrelevant data are reduced and the needed data are included. So it can be soon, which one answered the research problems.

2. Data display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at displays helps us to understand what is happening and what to do next, either analyze further or do actions.

The data were displayed in the form of words, narrative, tables or graphics in order those becomes understandable and readable. Displaying data was also useful to plan what should be done next. The data from the subject and instrument was crosschecked with the theory. The researcher found which data were appropriate to answer the first research question and which data answered the research question. The data were displayed to take appropriate conclusion.

3. Conclusion Drawing and verification

In qualitative research, the data can be analyzed since the beginning of research when the data begin collected until the end of collecting data. The data are analyzed continuously and verified about the validity.

In the final analysis, the researcher got final and perfect conclusion as the answer of research problem. If the conclusion is supported by accurate data and prove, it can be said that the conclusion is credible.

CHAPTER IV

FINDING

This part presents the research finding. Before presenting the finding of the study, the description of the selected subject and their profile were presented. Although the description of the subject is not the needed data, they are important to picture out how the subjects view about English.

A. The subject selection

The data in this study were collected by using observation and interview. The researcher studied students' strategies to reduce anxiety in speaking class on second semester students of English education program at IAIN Tulungagung in the academic year 2013/2014. The subject of this research were the students who were anxiety in speaking. So, the researcher could not take them randomly. In order to get these subjects, researcher did pre-observation.

In this process, firstly, the researcher discussed with one of students in IAIN Tulungagung about students to be as subjects, in this study. Then, the students nominated some students who were anxiety in speaking. Their anxiety in speaking were indicated by performances in speaking were indicated by students' anxiety taken from students' activities, the researcher also asked students in class 2C who anxiety in speaking. From these steps, researcher found out some student who were nominated by their friends. After getting some students' name the researcher took the criteria such as sweating, clammy palms, red spots on face, blushing, the increase in tone of voice when speaking.

Finally, the researcher got the selected subjects for this research. The researcher then began to conduct a research about students' strategies to reduce anxiety in speaking English on second semester students of English education program at IAIN Tulungagung academic year 2013/2014.

B. The description of the subjects

The presentation of data findings in this part is selected to the subjects Strategies to reduce anxiety in speaking English on second semester students of English education program at IAIN Tulungagung academic year 2013/2014. Those were gotten from the subjects (selected students / one of students) before the researcher presented the data findings, in this research. Firstly, the researcher presented the subjects the subjects' profile

1. Subject 1 (S1)

S1 is the student of English department IAIN Tulungagung. He is from class 2C. He was graduated from SMAN 1 Durenan, Trenggalek

2. Subject 2 (S2)

S2 is the student of English department IAIN Tulungagung. She is from class 2C. She was graduated from SMK Perwari Tulungagung.

3. Subject 2 (S3)

S2 is the student of English department IAIN Tulungagung. She is from class 2C. She was graduated from MAN Kunir Wonodadi Blitar.

4. Subject 2 (S4)

S2 is the student of English department IAIN Tulungagung. She is from class 2C. She was graduated from MA Ma'arifBakungUdanawublitar.

C. Research finding

Based on the result of observationandinterview to the subjects of the study. The followings are presented the findings of the study. In this part the findings are devided into two:

1. Reason anxiety among the subjects

The evidence is stated in observation as well as supported in interview that the researcher has found todifferent factors way they are feeling anxious in speaking class. The two different factors are classified into personal and interpersonal factors are the first personal factors such as feeling ashamed and fear if making mistake, lack of self-confidence if in front of class with is being said, feeling nervous to express my opinion in front of my classmates, less in speaking' knowledge, fear if vocabulary and arrange grammar is wrong, cant' speaking English correctly, less of mastering vocabulary, mistake in speaking English sentence and words,fear if sentence is not correct in pronouncing the English language, forget the answers while speaking English, feeling worried when she know that she will take an English speaking test and also fear of mind the blank when its wrong.

The second interpersonal factors such as direct correction from lecturer if wrong in speaking, Feelingher friends have high ability than him, lecturer speaks not clearly/ fast, forget the answers while speaking English if one friends and

lecturer keep looking at her, the fear of ridicule by one friend and her friends laugh when making mistakes.

S1, S2, S3 and S4 experienced internal factors such as feeling ashamed because he felt the other students always pay attention to the words of his weakness and sensitive to others students. Lack of confidence when in front of the classroom with what is being said and she feels nervous to express her opinion in front of hers. This is because of unfamiliarity of students to public speaking / classes. Less in science speak English, fear if vocabulary and arrange grammar is wrong, cannot speak English correctly, less of mastering vocabulary, mistake in speaking English sentence and words, fear if sentence is not correct in pronouncing the English language, forget the answers while speaking English and feeling worried when she knows that she will take an English speaking test. This is all because of lack of mastering components and elements in English so it is not easy to understand the message of the lecturer and addition S4. Fear of mind blank when it is wrong. Because stress or this is usually caused too many thoughts.

S1, S2, S3 and S4 experienced external factors such as direct correction from lecturer if wrong in speaking, is what causes doubt and cancel the student's intention to speak because the student is not understood. Feeling her friends have high ability than him, the fear of ridicule by one friend and her friends laugh when making mistakes. This is actually a psychological disorder because they think other people greater than himself and considered doing the wrong thing is big problems. Forget the answer while speaking English if one friend and lecturer keep looking at her. Because of effects her friends and lecturer so, she lost

concentrate in speaking. Lecturer speaks not clearly/ fastis due to students have weakness in listening. Forget the answer while speaking English if her friends and teacher keep looking at her

2. Strategies in reducing anxiety in speaking English

In order to become successful language learner, especially in speaking, students needed to have some strategies in reducing anxiety in speaking English. Students had a different strategy in reducing anxiety in speaking English, because they had different characteristics and interest. They used different strategies that were suitable and effective for them. The data related to the strategies in reducing anxiety in speaking English for students' speaking skill improvement were taken from conducting observation and interview with the subjects.

According to the subjects, all of their strategies could give many solutions toward students' strategies in reducing anxiety in speaking English and its importance. For example, they try to say what is coming to their mind, from this they tried to say whatever came through her mind. They look for a similar word that has meaning. By changing the words into different words, which had similar meaning, they keep on trying to say and stay calm. Here, they tried to relax although she was doubtful about the grammar. They just concentrate to finish their presentation, from this, they tried to focus on how she finished the presentation fast. They try to make jokes and insert funny story, so it will make me more comfortable, here, they tried to deal with their uncomfortable feeling, like embarrassment. To assume that all the friends also feel the same way, here, he believes that he is in the same level as his friends. To believe in herself that she

can absolutely do it and beat her fear, from this, it makes easy for them to take the meeting. A little memorizing vocabulary for the preparation of talk, the students are able to find out the difficult words and the students will be more easily mastered the English language. Speak for themselves at home as training, that Learning English can be done in various ways is not only in school such as to train their own ability to speak English at home. Trying to hear and stay calm when lecturers explain material, this will provide a good understanding of the material explained by lecturer. Ask her friends and lecturer when not understand, with the ask friends and lecturer, Students can understand what the lecturer tell or teach. Do every task of the lecturers as much as possible. If the students do the task turned out to be true and got good grades from lecturer and students will be proud and happy, certainly adds their confidence. Trying to find synonym of the word, Synonym be referred to synonym or equivalents greatly assist students in improving the English languages skills of speaking therefore vocabulary that students have more and more and expanded. Preparing as much as possible what they'll say, trying to master the topic when she speak, taking topic that is easy to understand and explain, preparing carefully what they will say, studying before what they will to show or say.

From the explanation above, the researcher got the point that all of the strategies were very useful for them. Moreover, the subjects may vary in using the strategies to overcome their anxious. Some may use the same ways.

CHAPTER V

DISCUSSION

As it was presented in the research finding above, the data were collected from the four students as the subjects of the study. From those data taken, the researcher knows that the students who are anxiety in speaking at IAIN Tulungagung. They find their causes of anxiety and anticipate to reduce their anxiety in speaking class. Those students according to Horwitz, Horwitz, and Cope (1986) are identify as foreign language anxiety. He states that foreign language anxiety has three main components, they are: (1) communication apprehension (CA), (2) test anxiety (3) fear of negative evaluation

A. Causes of the students' anxiety in speaking class

The causes of the students' anxiety are included in the two factors. They are personal factors and interpersonal factors (Young 1991). They are the first internal factors and the second external factors. Below is the discussion.

The first personal factors means personality. such as feeling ashamed and fear if making mistake, lack of self-confidence if in front of class with what that said, feeling nervous to express opinion in front of classmates, less in speaking' knowledge, fear if vocabulary and arrange grammar is wrong, cant' speaking English correctly, less of mastering vocabulary or limited vocabulary, mistake in speaking English sentence and words, they feel worried when know that will take an English speaking test and also fear of mind the blank when mistakes.

The second interpersonal factors means between two or more people. such as direct correction from lecturer if wrong in speaking, feeling her friends have high ability than him, fear of laughed by classmates when making mistakes, forget the answer while speaking English if her friends and lecturer keep looking at her and difficult in understanding with clearly what lecturer said or lecturer speaks not clearly/fast.

B. Strategies to reduce students' anxiety in speaking class

The strategies that the students use very useful to reduce anxiety in speaking class. Some students have suggested a variety of strategies to successfully reducing students' anxiety. Interestingly, all of the subject who have been involved in the process of English language seemed to have given enough thought to the ways of reducing students anxiety. They create their own way and environment that is suitable for reducing anxiety in speaking class. By using the strategies chosen by themselves, it makes easier to be done, faster, enjoyable, and more effective. Therefore students need to feel relaxed, develop their self-confidence, develop positive attitudes towards language learning and emotionally in the language experience.

As explained by Surya, the most frequent suggestion participants made the language classroom environment less formal and more friendly, one where students can make mistakes without looking mistake (Surya 1996: 28-31).

In order to become successful language learner, especially in speaking, students needed to have some strategies to reduce anxiety in speaking class.

Students had a different strategy to reduce anxiety in speaking class, because they had different characteristics and interest. They used different strategies that were suitable and effective for them. The data related to the strategies to reduce anxiety in speaking English for students' speaking skill improvement were taken from conducting observation and interview with the subjects.

According to the subjects, all of their strategies could give many solutions toward students' strategies to reduce anxiety in speaking English and its importance. For example, they try to say what is coming to their mind, from this they tried to say whatever came through her mind. They look for a similar word that has meaning. By changing the words into different words, which had similar meaning, they keep on trying to say and stay calm. Here, they tried to relax although she was doubtful about the grammar. They just concentrate to finish their presentation, from this, they tried to focus on how she finished the presentation fast.

Thus, they try to make jokes and insert funny story, so it will make me more comfortable, here, they tried to deal with their uncomfortable feeling, like embarrassment. To assume that all the friends also feel the same way, here, he believes that he is in the same level as his friends. To believe in herself that she can absolutely do it and beat her fear, from this, it makes easy for them to take the meeting. A little memorizing vocabulary for the preparation of talk, the students are able to find out the difficult words and the students will be more easily master the English language. Speak for themselves at home as training, that Learning English can be done in various ways is not only in school such as to

train their own ability to speak English at home. Trying to hear and stay calm when lecturers explain material, this will provide a good understanding of the material explained by lecturer.

The other strategy is to ask her friends and lecturer when not understood, with the ask friends and lecturer, Students can understand what the lecturer tell or teach. Do every task of the lecturers as much as possible. If the students do the task turned out to be true and got good grades from lecturer and students will be proud and happy, certainly adds their confidence.

Thus, Trying to find synonym of the word, Synonym be referred to synonym or equivalents greatly assist students in improving the English languages skills of speaking therefore vocabulary that students have more and more and expanded. Preparing as much as possible what they'll say, trying to master the topic when she speak, taking topic that is easy to understand and explain, preparing carefully what they will say, studying before what they will to show or say.

From the discussion above, we can see that students' strategies to reduce anxiety in speaking class are very crucial for language learners, By applying the strategies; trying to say what is coming to them mind, looking for a similar word that has meaning. keeping on trying to say and stay calm, just concentrate to finish their presentation, trying to make jokes and insert funny story, so it will make them more comfortable. to assume that all the friends also feel the same way, to believe in themselves that they can absolutely do it and beat their fear, a little memorizing vocabulary for the preparation of talk, speaking for themselves at

home as training, trying to hear and stay calm when lecturers explain material, ask them friends and lecturer when not understand, do every task of the lecturers as much as possible, trying to find synonym of the word, and preparing as much as possible what they'll say. Those strategies are reducing anxiety in speaking English.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter present conclusion and suggestion related to what the researcher has organized and discussed.

A. Conclusion

Based on the previous discussed and analysis of Some of The Causes of the students' anxiety in speaking class and Strategies to Reduce Students' Anxiety, the researcher conclude that:

Based on the result of research, it is found that the students who are anxiety in speaking at IAIN Tulungagung use various causes and strategies in speaking class. They choose their own strategies in reducing anxiety in speaking class based on importance of improving speaking ability. The students' strategies in reducing anxiety in speaking class they are apply: trying to say what is coming to them mind, looking for a similar word that has meaning. keeping on trying to say and calm, just concentrate to finish them presentation, trying to make jokes and insert funny story, so it will make them more comfortable, to assume that all the friends also feel the same way, to believe in themselves that they can absolutely do it and beat her fear, a little memorizing vocabulary for the preparation of talk, speaking for themselves at home as training, trying to hear an. and stay calm when lecturers explains material, Ask them friends and lecturer when not understand, do

every task of the lecturers as much as possible, Trying to find synonym of the word, and preparing as much as possible what they'll say

Researcher gets the points that all of those strategies to reduce anxiety in speaking class are very useful for speaking skill improvement. The Strategies to reduce students' anxiety in speaking class are : a) to assume that all the friends also feel the same way, b) believe in themselves that they can absolutely do it and beat her fear c) keeping on trying to say and stay calm, d) preparing as much as possible what they'll say.

By using those strategies they can be good speaking. Consequently, they can learn language successfully. It can be observed that the subjects who use strategies in reducing anxiety in speaking class have speaking anxiety.

In short, the students' strategies in reducing anxiety in speaking class give good contribution for improving students' speaking skill. So, the strategies in reducing anxiety in speaking class are very important to have the English learners, especially in reducing anxiety in speaking class as one solutions to become successful English learners.

B. Suggestion

Based on the result of the research findings, the researcher would like to give some suggestion for the following people :

1. For English lecturer

Since anxiety can have profound effects on many aspects of foreign language learning, it is important to be able to identify those students who are particularly anxious in foreign language class. Lecturers should develop strategy

to reduce anxiety in speaking class. For the reason that students are different and lecturers must to give suggestions, lecturers should take on some responsibility for the students' own strategies.

2. For the students

The students are hoped to be more creative in developing strategies which ones are suitable for their needs. They can share their strategies toward other students and vice versa they can adopt the other students' strategies. In addition, they are hoped to can reducing anxiety in speaking class as well as possible.

3. For other researcher

For other researcher who wants to conduct a research about students' strategies to reduce anxiety in speaking class, the result of this study can be used as additional reference for further research with different discussion domain of students' strategies to reduce anxiety in speaking class.