

## **CHAPTER IV**

### **RESEARCH FINDING**

In this chapter, the researcher presents the findings of the research based on the result of in-depth interview. It covers the causes of speaking anxiety in the classroom interaction and the ways applied by the students to overcome their speaking anxiety.

#### **A. Data Presentation**

In the data presentation, the researcher presents about the data collected from the result of the in-depth interview in the form of narrations.

##### **1. The Description of Speaking Anxiety in the Classroom Interaction by Sixth Semester Students of English Department at IAIN Tulungagung**

This data presentation shows the data found in the field. It is related to the description of speaking anxiety in the classroom interaction by sixth semester students of English Department.

According to the result of in-depth interview, participant observation, documentation of study, and field notes, there were four subjects (S1, S2, S3, and S4) who had been interviewed and observed. S1 and S2 were active students and S3 and S4 are passive students.

All the subjects described that speaking anxiety was one of some speaking problems and they were experienced. They said that speaking anxiety was caused by many factors.

The result of interview about the causes of speaking anxiety were summarized as follows:

**a. Different Types of Tasks**

There were some kinds of task given by the teachers in the class, such as speech, storytelling, dialogue, debate, and presentation. Those can be easy and difficult task depends on the person. The tasks were usually performed in front of the class or in students' own seats. The tasks became something that causes anxiety if the students were asked to present the activities in front of the class. When the students are not confident and feel afraid of doing the task, it can cause speaking anxiety.

From the result of interview, all the subjects agree that different type of task can cause different speaking anxiety. S1 said that the task about blueprint and the task about speaking and others were different. She liked the task about speaking. She liked speaking so much than other skills. And she did not like the task about making blueprint because she was less knowledge about it. S4 said that the task causes speaking anxiety depends on the task that lecturer gave to her. Whether S2 said that the task about arguing argument could cause speaking anxiety. It can be proved as follows:

“Yes definitely. It means that if we speak like ehm what is that ehm interactional, interactional speaking so it functions as the breaking ice, the ice

breaking, the ice breaking of, of this situation of course some students don't feel like ehm the anxiety dimension but if the speaking is like arguing or giving argument, it will cause speaking anxiety”.

In addition S3 said that when she was speaking in front of the lecturer, she was nervous. S3 stated that:

“... Ehm if I speak with my friends, the topic I think very easy and if I speak with, in front of with lecturer I think ehm I am very nervous because the lecturer always ehm look me”.

“If for example Mr. Aulia give me a task about discuss problem in Indonesia ehm I ever, I ever stand up in front class and I think ehm before it I prepare the material and then I,if ehm I speak in the front class I am very nervous and *hilang semuanya*”.

#### **b. The Role of Language Lecturer**

The roles of the lecturer in the class are as controller, prompter, participant, resource, and tutor. As a controller, lecturers are in charge of the class and of the activity taking place and are often ‘leading from the front’. Controllers take the register, tell students things, organize drill, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom. (Harmer, 2017:108).

This role of language lecturer also had effects to cause speaking anxiety. It was related to how teachers create a classroom atmosphere which is suitable for the teaching and learning process, controlling attitude towards students, correcting students' error,

and how to motivate them appropriately. Some students did not feel comfortable when they did a mistake and the lecturer corrected them directly in front of many people because it makes the students shy. S1, S3, and S4 stated in their interview that they did not feel comfortable. S1 explained:

“Ehm I think that’s good if ehm if the lecturers give us feedback just like ehm what is it? give good answer or give a good word for us ehm to make ehm our vocabularies increased. But sometimes I do not like if I have presentation, I am doing presentation and the lecturers ehm ask us to stop first and then they ask ehm they said to us oh the correct one is not that but this”.

S3 adds when lecturers corrected her in front of many people, she was very shy. S4 also gave statement that she did not feel comfortable if the lecturer corrects the students’ mistake. It was proved on her sentence:

“I don’t feel comfortable if my lecturer always do, do it. Because ehm the lecturer must be I think the lecturer must be see only ehm with the students when they are perform”.

In the other hand, S2 enjoyed speaking and he liked lecturer who corrected him when he made mistake in speaking. As he stated below:

“I do comfortable when my lecturer corrects me it means an evaluation for me so ehm if my attitude is not good, it is the job for my lecturer to control my attitude in front of the people”.

### c. Fear of Making Mistake

Fear of making mistake is one of factors that causes speaking anxiety. Students who are feeling fear, will not be confident to speak up in English because they always think that they will make a mistake and it causes speaking anxiety. It is supported by the four subjects' opinion that fear of making mistake can cause speaking anxiety. Three of them (S1,S3,and S4) felt afraid of making mistake whether the only one student did not feel it. He was S2.

S1 explained that she was afraid if she made mistake. It can be seen from the result of interview below:

“I am so afraid if I make mistake not only one but many mistakes. Yeach because it makes me oh my God I am stupid in English....”.

S3 also had similar idea for the answer. She said that:

“I think before ehm I try speak English in front class, I am feeling *anu merasa* afraid to speak ehm *takut salah*”.

Whether S4 stated that sometimes she felt afraid but sometimes she feel not afraid. In the other hand, S2 did not feel fear of making mistake when he was speaking. He enjoyed speaking English with his friends or his lecturers. As he stated in his interview:

“Definitely I don't. Because ehm the main goal of speaking is that ehm giving information and then

making communication and ehm the other is yeach that I said before is arguing maybe and the ice breaking so when I am making mistake yeach it, yeach it is okay as long as my audience is understanding what I mean”.

#### **d. Self perception**

Self perception here is a perception that causes negative effect on the students. Negative thinking and being under estimate towards their own ability can provoke anxiety because of the degradation of confidence. From the four subjects, three subjects (S1,S2, and S3) often felt that they would make a mistake when they were speaking English and this feeling gave negative effect that cause speaking anxiety. Whether S4 felt nothing and just speaking without any anxiety.

S1 sometimes felt that she would make mistake when she was speaking English and it make her blank space and cause speaking anxiety like what she said:

“Sometimes I have. Sometimes I found that oh maybe if I speak English in, in this class maybe I will make a mistakes. But it depends on the situation and the condition I think yeach. Bad atmosphere makes me I don’t know get a blank space”.

In addition, S2 also explained that he would make a mistake when he was speaking English if he did not comprehend the topic. It was supported by his statement below:

“Yeach I have, yeach. When I did not know what am I talking about I didn’t comprehend what is the topic about yeach I thought I will make a mistake when I am speaking English especially in front of the class.

Having the similar answer, S3 also answered that she also ever thought that she would make mistake when she was speaking in English because like what she explained before that she was always nervous. Different from the three previous subjects, S4 said that she did not have feeling to make mistake when she was speaking English. She enjoyed speaking English and did not care about the mistake. It was proved as follows:

“No. I don’t have ehm feeling ehm make mistake when I speaking English. I feel enjoy.

#### **e. Gap of Competence**

The levels of language proficiency of the students in the university were various especially in the English Department. There were some students who are able to speak English quiet fluently, confidently, and have rich of vocabularies. However, there were also some others who can just speak English even in a simple dialogue. It is caused by some factors such as joining English course previously or English is not surely their passion. From this situation of the classroom interaction, competition in the language learning cannot be avoided. The gap of competence potentially leads the students to feel anxiety. The clever students

will be more confident than the students who have low competence.

From the four students, two subjects (S3 and S4) had less competence than the others (S1 and S2). It was proved from their attitude and ability in the classroom interaction when the researcher conducted observation. S1 and S2 were easier to answer the questions from the lecturers. They could speak English fluently, had high motivation to ask the lecturer. They did not feel shy and nervous like what S3 and S4 felt. On the contrary, S3 and S4 were only silent in the class. Because they did not have any confidence and they realized that they had less competence in grammatical point. They also had less vocabularies. It caused their speaking anxiety.

S1 and S2 said that they liked English a lot and they could speak English fluently even sometimes S1 realized that she made grammatical errors like what she informed as follows:

“Sometimes I have grammatical error hehe I think that’s common happen when we speak English not only happen and ehm students but also lecturers too”.

In the other hand, S3 and S4 had low competence than S1 and S2. S3 shared her story that she was in wrong choice in taking her department. She also said that she could not speak English fluently. Talking about grammatical and vocabularies, S3 could not

use grammar properly so it caused her speaking anxiety like what she said:

“Ehm, I think I have grammatical in the writing and if I speaking I not, cannot use grammar”.

Having similar idea with S3, S4 also said that she could not speak English fluently. She explained it when she was interviewed as follows:

“I feel that my, my, I feel that my speak English is limited because I, I *jarang* seldom to practice English. I feel think my grammatical is limited”.

#### **f. Limited exposure to English**

To achieve the goals as a fluent English speaker, learners should practice to speak regularly. However, limited exposure to English in their environment decrease the development of their communicative proficiency. Students who seldom practice to speak English will get less vocabulary and make grammatical error. It can cause speaking anxiety for the students.

S1 and S2 explained that they often used English whether in the classroom and outside classroom. S1 said that she used English depend on the lecturers It was explained as follow:

“Not always. Depends on the lecturers. If lecturer ask me in English yeach I will answer

it in English. But if the lecturer ask me in Indonesia because even though English lecturer sometimes they speak Indonesia too in the class”.

S1 also had a friend that became her partner to speak English outside classroom. She said that sometimes when she and her partner went hanging out, they had a chat by using English even though when they met firstly they spoke in mother tongue.

Like what S1 did, S2 also explained that he did not always use English in the classroom with his friend, but if he spoke with the lecturers, he used English because some of the lecturers require the students to speak English. S2 also had some friends who became his partner to practice English. It was explained below:

“Sometimes with my friends. We have any agreement that we must speak English whenever we met”.

In the other hand, S3 and S4 only used English only when they wanted to ask to their lecturer. S4 ever said :

“I not always speak English in the classroom ehm because eh I speak English in I speak English in, when I, I will ask to my lecturer or to my friend when they are presentation”.

Both of them did not practice their English outside also.

S3 said it because she did not like English.

## **2. The Ways to Overcome Speaking Anxiety by Sixth Semester Students of English Department at IAIN Tulungagung**

This sub-heading presents the data found in the field. It is related to the students' strategies to reduce speaking anxiety in the classroom presentation. During the activities of teaching and learning, most of students feel anxiety such as feeling nervous, tension, apprehension, and worry. To become a good language learners, the students especially in speaking, they needed their own strategies to reduce their speaking anxiety. From the result of doing interview and observation, they almost used the same strategies. Those strategies that used by the students could be classified into five types. They were preparation, relaxation, positive thinking, peer seeking, and knowing our audience.

### **a. Preparation**

To achieve a success in the process of teaching and learning, students needed to prepare everything properly. Because by preparing everything, the students were ready to study and having an enjoyment in a lecturing. Based on the result of interview and observation, preparation was the most frequently used by the students. Most of them felt nervous if they did not prepare before entering the class because they could not follow the lecturing. There were many ways to prepare including reading the material what would be studied at that day, imitating vocabularies

from western movie or You tube video, imitating the pronunciation of some difficult words from native speaker etc. They said that doing preparation was very important to do. Without doing preparation, they would get blank space.

S1 said that she did preparation much when she thought that a certain subject was too difficult. Like what she said in her interview:

“Yeach sometimes ehm when I have presentation about kind of subject is difficult so I have to prepare all of that maybe ehm at night before presentation happen so I prepare then I read a books so I can answer maybe some questions from my friends and lecturer”.

She also explained if she did not do preparation, she would get blank space:

“I feel like I gonna blank space and I can’t answer many questions from my students ehm my friends because there is no basic knowledge about the subject especially about that topic. So I can’t make I can make a good answer for y friends”.

Meanwhile, S2 told that he was a well-prepared person. He did many things for his preparation such as stationery preparation, material preparation, mental preparation, and audience analysis. It was explained by him below:

“ . . . First, stationery preparation. It deals with the things or tools that help me in making my learning going well. Preparing books and pens simply gets me ready into the instruction. It is also sometimes i the form of PPT slide or Word. Second, material

preparation. Anytime I want to be a presenter or be learning new materials, all points must have been tuned in mind. It gives me relief when I have mastered them. Third, mental preparation. Mental is fundamental since speaking requires not only ability but also the braveness to face the audience. Before having presentation, I'm always be calm down without doing anything. As I can as possible I never do any practices before that because it makes me more nervous. Being nervous before the speaking section is okay for me, but not at the performance. Last, audience analysis. I must have known my audiences are. It gives me more comprehensible information of what I have to say to them. . .”.

So preparation was something that very necessary. S3 and S4 also did preparation before they entered the class. S3 said that she always did preparation like reading the material before the class, even memorize it but she was always blank like what she told:

“I always prepare everything before entering the class. I always read and I always ehm memorize it because if I stand up in front class I always forget all of it”.

Different from other students, S4 did preparation only when she would have presentation. She said :

“I always prepare when I, when I will presentation in the class or when I should speak English in the class. I feel anxious when I do not have much preparation. When I presentation of for microteaching I will prepare and I, I in the class I feel my speaking is fluently”.

## **b. Relaxation**

The next strategy that was used by the students was relaxation. When the students were afraid of being asked by the lecturer, they did relaxation such as take a deep breath and try to calm them down.

The two subjects (S1 and S4) did relaxation to reduce their speaking anxiety. Whether S3 could not do that because her feeling of fear and nervous were more dominant, so she could not try to calm down even take a deep breath. Different from S4, S2 did not do relaxation because he was rare to be difficult in speaking English so he did not do relaxation.

Through her experience, S1 shared her way to do relaxation as follow:

“I often do that in when I, when I am speaking yeach because I don’t know ehm spontaneously I do that. If I get if I can’t speak English and I still look for vocabularies that I have to use so I just keep silent and take a deep breath and then start to speak up”.

S4 also shared her experience that she sometimes did relaxation such as take a deep breath and try to calm down. She told:

“I think sometimes, sometimes I take a deep breath if I have difficulty in speaking English. I always try to calm down that I afraid of answering question from my lecturer”.

Whether S2 had just realized that he did “take a deep breath” when he had difficulty in speaking English when he was interviewed. So it was kind of joke answer. Like what he said:

“Oh yeach. I just realized it ehm okay yeach I do yes okay I take a deep breath if I have difficulty in speaking English”.

But actually it was rare for him to be difficult in answering the question so he did not try to calm him down like what he said:

“It is very rare for me to ehm to be difficult in answering the questions from the lecturer because every time I want to speaking in front of the class or doing presentation I will always be well-prepared”.

Different from S2, S3 did not do relaxation because her feeling of fear and nervous were more dominant and she could not manage herself. It was proved from the result of her interview:

“If I nervous, if I nervous speak English in front class, I always *saya menunjukkan mimik itu bingung*, gesture. Ehm I very nervous. If I nervous speak English in front off class I always *lupa segalanya gitu tidak berusaha menenangkan diri. Enggak.*”.

### **c. Positive Thinking**

Another strategy to reduce speaking anxiety is having positive thinking. It means that the students try to think positively that they will not do a mistake when they were speaking English and feel confident with themselves. They can also keep positive thinking that they can answer the question from the lecturer. They

were surely that they could do the best for their performance. By using this strategy, some students could reduce speaking anxiety.

Three subjects (S1, S2, and S4) said that they always kept positive thinking to speak English and would not do a mistake. Whether S3 could not keep positive thinking because she was always nervous.

S1 said that she kept positive thinking in speaking English especially if she comprehended well about the topic. She also always thought that she could speak English well to motivate herself even her friend yelled to her so she could reduce her speaking anxiety. It was proved from her utterance:

“Not always. If I have basic knowledge about it, If I am sure that I can, that I answer question from him/her I think I always have positive thinking but if I do not have basic knowledge about it and I do not know about the question oh my God”.

“Yes I do. Even though one of my friend just like Fiqih, Fiqih said t me that ehm always yell me *‘You always speak English just like ehm what’s that imitate western people’* but I ignore that. I ignore that, I ignore that did not care and I just speak up even though my, my accent or maybe my vocabularies are bad I think that’s okay”.

Having the similar idea, S2 also said that he always think positively because it makes him open mind. Like what he said:

“Yes I do. Because thinking positively, thinking positively makes us ehm open mind it means that our lecturer gives a difficult question and we think that this question will build me up, will give me

more understanding about the topic yeach so ehm this kind of question will what's that will dig up our comprehension”.

S4 also said that she had positive thinking to answer the question from lecturer. She said:

“Yes I always think positive thinking I will *eh* I always think positive ehm when I, when I answer the question from my lecturer. I think ehm I, I always think that I, I speak English well can motivate myself”.

Different from the three subjects previously, S3 said that she could not keep positive thinking because he was always feel nervous. Like what she shared:

“I think ehm *saya maksudnya itu apabila saya ngomong apabila saya nerves* I very nervous in the front class ehm *saya tidak bisa menenangkan diri saya sendiri trus ya seperti itu.* Ehm *saya mempunyai gimana ya* I always nervous *trus tidak percaya diri* always negative thinking. *Saya nggak percaya diri*”.

#### **d. Peer Seeking**

It was characterized by the student's willingness to ask for a help from other friends who could help them when they had difficulty in speaking English during classroom interaction. Sometimes some students were shy to ask to the lecturer about their difficulty. One another way to share their difficulty was to their friend. If they shared their difficulty to their friend, it could reduce their speaking anxiety.

From the four subjects, three of them (S1, S3, and S4) did peer of seeking to reduce their speaking anxiety whether the other one (S2) did not do it because he felt that he was rare to have difficulty. Meanwhile his friends asked him if they had difficulty or problem about English. And if he was really in difficult situation, he would ask his lecturer not his friend.

S1 said that she was a typical person if she did not know about something, she would ask other person because it could reduce her speaking anxiety like what she said:

“Yes I do. Ehm I am typical person that I have to ask if I do not know about something even though it is so embarrassing I think its okay because I believe that ehm it will improve my skill”.

She also said that she always shared her difficulty to his friend and his always helped her. It can be seen from her utterance:

“Yeach especially my close friend. Yeach that ehm what’s that he ever go hang out with me and ever practice together to speak English sometimes I ehm what’s that share my difficulty in English with him and I ask him ‘*What about my English now? Is it bad? Or worse?*’ So he will ehm responds and he will give me suggestion to ehm have a good speaking in English”.

S4 also shared her difficulty to her friend like what she said in the result of her interview:

“Yes I always ask to my friend who is smarter when I have difficulty in the class. I always share my difficulty to speak English to my friend. I get advice from my friend about my speaking

problem. Ehm for example when I, I, get the problem for, from speaking and I don't know the vocabularies for example and, and *apa ya* and *setelah itu* after that what I have done presentation or anything, my friend always give me advice”.

Actually S3 was also spirit to share her difficulty to her friend because she realized that she had low competence in English but her friends did not care about her. It was explained by her:

“And if the first semester I always ask my friend ehm I think my friend *menanggapi sinis gitu, cuek, bodo amat gitu*, I think it is *males, males bertanya*. Because my class is passive and different about another class, another class ehm I try for example I ask about the material with Fiqih for example. Ehm he always bring me *masukin* bring *memahamkan*, understood make me understand but in the my class I think passive and *selalu sinis*.”

“I always share because my friends ehm all of them *kebanyakan dari mereka itu ya nggak bisa gitu loh kan* I and my friend from class E. Class E is low”.

Different from the three subjects previously, S2 said that he did not ask or share his difficulty to his friends because he was rare to have difficulty that had to be shared to his friend as long as he could solve it by himself. If he felt that he got difficulty, he would ask to his lecturer. He also explained that their friends ask about English to him like what he said in the interview below:

“... yeach some, some friends ask me for a help if they have difficulty. If I have some difficulties I ask my lecturer. Ehm I never shared my difficulty so no one is giving me advices”.

### e. **Knowing Our Audience**

It was very special strategies because from all the subjects, only one subject (S2) that used this strategies. S2 Said that if someone knows who the partner of his speaking are, it would make the conversation ran well. S2 explained about his statement below:

“Ehm okay another way is that knowing our audiences are. By knowing who our audiences are it means that we know what we should talk in front of them. If they are expert so we must talk or explain something that is superficial so we must elaborate each of the point of the item based on the theory of the expert etc. And the vice versa if our audiences is, are yeach some polyglots or they are not expert in certain field it means that yeach we talk in a simple way in a simple word without using complicated sentences”.

From the result of interview, the researcher found the reason why the subjects (S1,S2,S3, and S4) chose those strategies. Preparation was chosen by all the subjects because all the speaking performance need well preparation to reach a successful performance and it is very important. It can be proved from the answer of interview with S1 below:

“Preparation is important for me because I am the person that I what’s that, that, that can’t be performed in front of people if I have not a basic knowledge about the material so I have to prepare all of them”.

S2 also added opinion as stated below:

“...Without preparation, my speaking performance will be worse or even it will not ehm run well yeach”.

Then, there were two subjects (S1 and S4) choosing relaxation strategies because of certain reason that is clarified by S1 below:

“Yes of course it is important because relaxation I mean when our body is relax, it can reduce our anxiety when we ehm speak in front of people if we do not relax and ehm what’s that we worry about something and will nervous makes our perform will be messy”.

There were three subjects (S1,S2, and S4) were choosing positive thinking strategies and explained the reason why they chose it. S1 said that if we think negatively we can increase our anxiety. It was stated as follow:

“About positive thinking yes of course positive thinking makes us ehm can reduce speaking anxiety too yeach because if you think negative thinking always you can what’s that you can improve I mean you can increase your anxiety and make your perform run not well I mean does not run well.

In addition, S2 explained his reason below:

“Positive thinking is something that ehm word noting for me it means that I have to be always positively thinking that my audience that my audience and my speaking performance will be good in the time of my performance yeach”.

Peer seeking was the next strategy that was chosen by three subjects (S1,S3, and S4). And the reason could be known from the result of interview with S1:

“... And peer seeking. Yeach that’s also important for me yeach sometimes I have discussion with my friends yeach like with Fiqih. For the first one peer seeking is important for me ehm I always do that before I perform in front of people so sometimes I

have discussion with my friend especially ehm he's or she's smarter than me so they can give me a solution or maybe advice me about something to ehm make a well-performed, performance so four of them I think important for me and I always ehm what's that use four of them to improve my skill to in my performance.

And the last strategies was knowing our audience. S2 stated his reason why he chose this strategy to reduce speaking anxiety:

“Knowing the audience is really important because it determines what ehm what diction and what word what vocabulary and what material what should I bring in those speaking performance. It relates with if my audience are intellectual people of course I will discuss or speaking a very formal and discuss ehm a material which is ehm which is not very common to their ears. If my audience are the people with ehm low intelligence of course I will talk about something that ehm very common discussion and I will ehm determine a very common vocabularies”.

## **B. Data Finding**

According to the result of interview and observation to the subjects of the research, the researcher presents the finding of the research. The followings are the findings of the research that are classified into two findings:

### **1. Finding on the Causes of Speaking Anxiety in the Classroom Interaction by Sixth Semester Students of English Department at IAIN Tulungagung**

This sub-heading presents the research finding found in the field by conducting interview and observation. It related to the causes of speaking anxiety during classroom interaction. After investigating the causes of speaking anxiety, the researcher got the needed data.

From the result of interview and observation, the researcher got the similar answer among the subjects related to the cause of speaking anxiety during classroom interaction. Based on the students' answer, the researcher could get data that they felt nervous, tension, apprehension, and worry during classroom interaction whether when they were speaking with their friends or lecturer.

The researcher noticed that there were some factors caused speaking anxiety during classroom interaction. The students stated that those factors were different types of tasks, the role of language

lecturer, fear of making mistake, self-perception, gap of competence, and limited exposure to English. The findings on the causes of speaking anxiety during classroom interaction were summarized in the table 4.1 below:

**Table 4.1 The Summary of the Causes of Speaking Anxiety in Classroom Interaction**

No	The Causes of Speaking Anxiety	Subjects of the Study			
		S1	S2	S3	S4
1	Different Types of Tasks	√	√	√	√
2	The Role of Language Lecturer	√	-	√	√
3	Fear of Making Mistake	√	-	√	√
4	Self-perception	√	√	√	-
5	Gap of Competence	-	-	√	√
6	Limited Exposure to English	-	-	√	√

## **2. Findings on the Students' Strategies to Reduce Speaking Anxiety in Classroom Interaction**

This sub-heading explained the finding on the students' strategies to reduce speaking anxiety by the sixth semester students during classroom interaction. The students needed strategies to be applied in their daily interaction in the classroom to reduce their speaking anxiety.

From the data collected, the researcher got the result of their strategies. Some students had the same strategies to reduce their speaking anxiety and there was one subject that used the additional strategies. Those strategies were doing preparation, relaxation, positive thinking, peer helping, and knowing our audience. The findings on the strategies to reduce speaking anxiety during classroom interaction were summarized as in the Table 4.2 below:

**Table 4.2 The Summary of the Students' Strategies in Reducing Speaking Anxiety During Classroom Interaction**

No	The Strategies to Reduce Speaking Anxiety	Subjects of the Study			
		S1	S2	S3	S4
1	Preparation	√	√	√	√
2	Relaxation	√	-	-	√
3	Positive thinking	√	√	-	√
4	Peer seeking	√	-	√	√
5	Knowing our audience	-	√	-	-