



EFL Students' Strategies in Relieving Anxiety in English Speaking Performances

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Abstract: *This study is to investigate how are the EFL students' strategies in relieving anxiety in English speaking performances. The kinds of strategies used by EFL students of English Education Department Ar-Raniry year of 2016 in reducing their stress in English speaking performances are expected to be used as a solution for the other EFL students in overcoming the anxiety in English speaking. The study is a quantitative method with a descriptive approach. The respondents of this study were 27 students of unit 02 English Education Department of Ar-Raniry year of 2016. The data obtained through a questionnaire. The items in the questionnaire adapted from Kondo and Ying-Ling (2004) and Robin K. Buchler (2013) research frameworks. The findings show the students cope with their anxiety by using some strategies, such as; Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation. The most strategy used by students is Preparation strategy, where the total number of them were used it. All of the strategies are expected can be used as the problem solver for the other EFL student.*

Keywords : *EFL Students, Strategies, Anxiety, Speaking*

Learning a language remains incomplete when communication ability not attained. Mastering speaking is a challenge for the English learners as it requires enormous powerful effort. When speaking, you can not anticipate the exact words/sentences. Dissimilar to reading and writing, talking happens in real time (Fauzan, 2014).

Speaking is one of four essential skills except listening, reading and writing. As we are aware, that speaking is the most common and practical way to convey the message to others or a skill to

communicate effectively, and it is an essential requirement which needs to be taken seriously in English education (Azadi et al., 2015, as cited in Zyoud, 2016). As Fauzan (2014) stated that, "Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables to express his/her ideas and thoughts and being able to speak is one of the indicators of mastering the language".

Having the ability to speak a foreign language well is a must for every student to achieve proper

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quality in speaking. Speaking also has a variety of goals, and each goal involves different skills. Someone engages in a casual conversation, he or she will expect something to gain from that conversation such as to make social contact with others, building good relationships, or just getting involved in a hot chat with a person. Besides, it is also possible to share or exchange views, ask someone to do something, or explain the details.

Being able to speak English with friends or even with native is the expectation of the students. Nonetheless, the biggest problem that students often encounter when they practice talking is anxiety in starting a conversation with their interlocutor. Indeed, the problems occur because of several influencing factors. As Thornburry (2005, p. 28, as cited in Indrianty (2016) stated:

Lack of vocabularies, improper grammatical, fears of mistakes are some factors that can contribute to speaking failure and causing an acute sense of anxiety when it comes to speaking. Moreover, the problem of language anxiety not only happens to the beginner but also to the university students who usually deal with English.

As Rachel & Chidsey, (2005, as cited in Vitasari et al., 2010) stated that anxiety is one of the wide varieties of emotional and behaviour disorders. Therefore, it must be handle in the right way. From this statement, the writer can infer that anxiety is a psychological form that is displayed by someone's soul or personality outwardly, which means accidentally or unplanned. Therefore, both

in a state of being ready or not ready, we can certainly experience it anytime, anywhere and for any reason. Thus, there needs to be a solution or strategy which can be used to eliminate or at least relief the anxiety.

The strategies in relieving anxiety in English speaking performances expected should be the best way of dealing speaking fear that faced by the EFL students nowadays. Based on the explanation above, the writers are interested in conducting a study on EFL Students' Strategies in Relieving Anxiety in English Speaking Performances. The use of anxiety reduction strategies in speaking performance to be applied by students expected can be utilized as a solution for other EFL students in overcoming the anxiety in English speaking.

LITERATURE REVIEW

Having the ability to speak English is a need for everyone nowadays. As we generally know that if someone is able to master a foreign language, it means that he or she has an excellent opportunity to establish communication with foreigners. In addition, it proper if used as a tool for expanding the scope of our friendship with people from various parts of the world. Especially if one well-off mastering English, which is one of the foreign languages that has been formalizing as the language of unity in the world, of course, this is highly influential in terms of everyone's social relations.

Therefore, having the ability to speak English is prominent and a necessity for every citizen of the world. As states by Morozova (2013, p. 2), from the four macro skills that a person needs to be

able to communicate effectively in any language based on the results of most research, one of them is speaking. Especially when speakers do not use their mother tongue.

Naturally, to speak means to produce some words representing one's idea. Subconsciously we have built a thousand words a day or even more than that. No wonder speaking represents a real challenge to most languages learner to have the ability to speak in the target language (Indrianty, 2016). Thornbury, (2006, p. 4 as cited in Indrianty, 2016) argues that the nature of the speaking process means that grammar of spoken language differs in several significant ways from the syntax of a written language. In the teaching of foreign language context, the definition of speaking above indicates that speaking is a skill, and as such, it needs to be developed and practised independently.

Regarding to speak in a foreign language, most of the students experienced a feeling of anxiety in the process of learning a foreign language. As argued by many theorists about the phenomena of anxiety, MacIntyre (1999, p. 27 as cited in Dewaele, & MacIntyre, 2014) view that Foreign Language Anxiety (FLA) can be defined as "the worry and negative emotional reaction aroused when learning or using a second language".

"Anxiety is one of the psychophysiology difficulties" Roger, (2001, as cited in Vitasari, 2010, p. 89). Sarason claims that anxiety is a fundamental human emotion consisting of fear and uncertainty that usually occurs when a person perceives an occurrence as a challenge to the ego

or self-esteem (Harris & Coy, 2003, Cited in Vitasari, et al. 2010, p. 89).

For language learners, anxiety considered as one of the obstacles to their success at a high level of foreign language proficiency (Horwitz, 2010). Furthermore, he also stated that language anxiety is only limited to talking and listening in situations where students communicate spontaneously in their second language.

Accordingly, as Young, (1991, p. 426 as cited in Mahmoodzadeh, 2012) stated: "research in the area of anxiety as it relates to foreign language learning and performance is scattered and inconclusive". Students who are anxious to speak can be identified by their attitudes that tend to be very calm and passive. Hence, their teachers often notice them less than children who are noisy, antisocial and aggressive. Generally, these students give up before trying and remaining in silent at school during their years. (Gregersen, 2005) argued that students who are nervous about learning a foreign language might find their study less enjoyable.

1. Category of Anxiety

Anxiety can be divided into three types (Ellis, 1994 as cited in Indrianty, 2016), namely: (1) trait anxiety; which is a person's tendency to be nervous or anxious, regardless of the situation to which he/she is exposed (Papa Mihiel as cited in Riasati, 2001, as mentioned in Indrianty, 2016), (2) state anxiety; is as apprehension that is experience at the particular moment in time as a response to a specific situation, said (Spielberger, 1983, as cited in Indrianty, 2016), and (3) specific-situation

anxiety; the persistent and multi-faceted nature of some strains, (MacIntyre & Gardner, 1989, as cited in Indrianty, 2016).

2. Factors of Anxiety

Language learning anxiety may pose potential problems for language learners, said Kondo, (2004, as cited in Indrianty, 2016). In other words, learners who feel anxious in their foreign language may find their study less enjoyable. Moreover, he also added that the learners who feel eager may have problems such as reduced words production and difficulty in understanding spoken instruction.

Learning anxiety can attribute to several factors. Horwitz et al., 1986, as cited in Indrianty, 2016) argues that in the context of foreign language learning, a learner may feel anxious due to problem-related to three dimension of anxiety. Firstly, is communication fear. Secondly, it is a fear of negative evaluation. Thirdly, is feeling of dread generally.

Furthermore, other researchers, as Boonkit (2010, Liu, et al., 2007, as cited in Indrianty, 2016), are mention other common factors which commonly cause students to fear. It including lack of vocabulary, lack of confidence, fear of being laughed at for making mistakes, being restrained with shame and not making preparations. Due to anxiety in speaking might be caused by a range of factors, it is necessary to determine the acceptable ways that square measure generally utilized by students in relieving their anxiety in English speaking.

3. Anxiety-Relieving Strategies

There are some types of strategy in reducing

stress when speaking English developed by Kondo and Ying-Ling (2004), those are; Preparation, Positive Thinking, Relaxation, Peer Seeking and Resignation:

a. Preparation

Zaidner, (1998, p.66, as cited in Kondo & Ying-Ling, 2004, p. 263), notes that there is plenty of evidence to suggest that people with anxiety are having a reasonably high degree of task-relevant thoughts in the assessment. The preparation strategy applies to attempts by the students to conquer their anxious feeling by developing their learning strategies. Most second-language learners were experiencing anxiety when they had not done Preparation before class started. There are several ways to plan, such as read the materials, take the second language classes whether in or out of school, asking friends and teachers, try to concentrate on particular areas which might cause anxiety.

b. Positive Thinking

Positive thinking circumstance refers to attempts to 'divert focus from difficult times to positive and enjoyable signs and provide comfort to nervous students. Many anxious learners seek to build a positive self-image. They use various methods, such as attempting to be comfortable, imagining a successful outcome, thinking about something fun or not worrying about the consequences.

This approach aims at concentrating on the personal emotion of the learners, effectively showing that the nervous learners have cognitive levels comparable to those of the positive learners.

What makes them distinctive is the issue of mental components, for example, a psychological barrier, dread of committing errors which may lessen their self-esteem, too timid to even think about communicating with the condition. These factors can disrupt their performance and process of learning.

Positive thinking underscores the need to control negative feeling because it may hinder the cognitive process through preparation centres around utilizing cognition to control tension. This matter might be founded on other points of view on the survey what blocking great second language performances.

Ganschow and Sparks (1996, quoted in Argaman and Abu-Rabi, 2002, p. 150) state that the occurrence of anxiety on a language can be trigger by the low ability possessed. In other words, having little ability can cause tension in language. Therefore, with proper preparation can increase the capacity of students, which when the knowledge has improved, then this can unwittingly also reduce the anxiety of the students in English speaking.

c. Relaxation

Relaxation strategy offers techniques to reduce the signs of tension. Many anxious learners may also sense "target audience fear" when they have to talk in the front of their different buddies or public or while they may be being appointed by way of the instructor to answer the question.

Grasha (1987, mentioned in 2nd Language anxiety and coping techniques) indicated that respiration deeply in and out for 3 to 5 mins in a

compelling manner to lessen tension. If one is well organized and nevertheless is struggling with the feeling of stress and fear, Relaxation, which involves techniques that intention at reducing anxiety symptoms, is offered. Some simple strategies are as follows: taking a deep breath, trying to be calm and do the best to take part in the lecture, being a part of the group, and make sure that you have prepared well for the class and assume that you are as talented as your friends, so because of that the learners do not need to be worried.

Nonetheless, the strategies only give a brief relaxation but not adequately powerful for high anxiety level as it simplest focuses on relieving the anxious feeling bodily, and it can not work for longer than only for some minutes. Furthermore, it may work best on situational anxiety.

d. Peer-Seeking

This strategy is a consultation strategy carried out by fellow foreign language students. In overcoming anxiety when learning a foreign language, this strategy is often used by some students who experience anxiety while speaking, which in this strategy they try to compare themselves with their friends or others who also have the same problem with them. Besides, they can also form peer study groups. Peer-Seeking is one good strategy in reducing student anxiety when learning a foreign language.

e. Resignation

Resignation is a strategy that refers to the behaviour of students who are more likely to avoid the learning process to reduce the anxiety they

experience. The example of this strategy is that they usually tend to choose to resign or give up, stop paying attention, accept the situation that is suffering, do not want to try anymore, or may even prefer to just sleep in class. Those are general steps that are also often done by students in overcoming the anxiety of learning a foreign language.

Of course, this does not bring good influence on their abilities and learning outcomes, although in reality, this strategy proved to reduce the anxiety they have. But by continuing to use strategies like this, students usually no longer have a definite desire to be successful in their learning because they often feel pessimistic. This perception might obtain through the accumulation of reality that shows their failure.

RESEARCH METHODOLOGY

The research design employed in this study is a quantitative method with a descriptive approach. Quantitative research begins with a problem statement, generating hypothesis or study query, evaluating relevant literature, and quantitative data analysis (Williams, 2011 as cited in Apuke, 2017). Likewise, Creswell (2003, Williams, 2011 as cited in Apuke, 2017) notes that quantitative analysis employs survey techniques such as experiments and surveys and collects data on predetermined methods.

In this study, the researchers used one primary technique of collecting data, namely survey. The survey chosen as a technique of data collection was because the research seek for a numeric description of attitudes or strategies of students used. According to Creswell (2012), “a

survey design provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalizes or draws inferences to the population”.

The population of this research are the students year of 2016 at English Education Department UIN Ar-Raniry Banda Aceh. There were 182 total number of students who are still active until now. In sample determination, the researchers used a purposive sampling procedure. As stated by Arikunto (2010, P. 183) that purposive sampling is the result of Sample collection by taking topic not based on stage or region but based on particular intent. Also, Palys (2008) added that a purposeful sampling includes looking for cases or individuals that follow a particular criteria.

Based on the statements, the researchers directly determined some criterias for the respondents of the study, those are the respondents must; the Ar-Raniry English Education Department students year of 2016, the students who have taken Speaking class, and the students who have experienced anxiety in speaking performances.

Because of the population or the total number of students were divided into seven units/classes, consequently, the researchers only chose one unit to be selected as the sample of study, that was Unit 02. The reason of chosing this unit was because of the researcher is a part of the unit, therefore it could make the researchers easier to obtain the data because the sample are those whom she knows closely. The total number of

students within the unit are 27 students.

The survey in this study was conducted using questionnaire as the instrument. As stated by Arikunto (2010, p. 268), mostly some researchers did survey data collection by questionnaire. The researcher gains information by giving the students the questionnaire to reach the aim of the research. A questionnaire is a set of research questions which should be answered by respondents. The questionnaire characteristic is the collection of data employing a list of written questions organized and distributed to elicit information or interpretation from data results. Also, Sugiyono (2014, p. 145) notes that the questionnaire collects data effectively if researchers know what to expect and what to test for certain variables.

To collect the data, the researchers used an online questionnaire. The type of survey used in this research is a closed-ended question. It aimed to enable the respondents to answer the problems quickly. The quiz consists of 21 questions, where one question was asking about students' recognition of whether or not they have experienced anxiety, and twenty questions others were answered the main research question. The items in the questionnaire adapted from Kondo & Ying-Ling (2004) & Buchler (2013) research frameworks. The frameworks were chosen because they fit my research framework.

Later on, to answer the questions in the questionnaire, it only took approximately 5 minutes. The survey was presented on google form media and has shared through the WhatsApp group. The research nature of this research was

cross-sectional where the data was collecting at one time, or the distribution of the questionnaire only carried out in one day. As for the results of the study were entirely collected on the fifth day after the survey has conducted.

The questionnaire used to identify kinds of strategies students used in relieving their anxiety in speaking performances. In the first question of the survey, the respondents firstly were asked about their confession of having experienced anxiety in English speaking performances. It aimed to sort out and to ensure that those who answer for the next questions about anxiety-relieving strategies are the people who proven truly experience anxiety and use these strategies to deal with it.

After that, the next questions were asking about strategy using which start from number 1 to 20. The type of scale used to measure the items on the questionnaire is a categorical scale (e.g., yes/no). The respondents asked to choose the answer by clicking the option of (Yes) or (No) as they use the strategies or not. The responses from the participants then categorized into five strategies based on Kondo & Ying-Ling (2004), those are; Preparation, Positive Thinking, Relaxation, Peer Seeking, and Resignation. Here below data analysis framework of the study.

Tabel 1 . Data Analysis Framework

Research Tools	Questionnaire
1.	
Nature of Data	Quantitative
2.	
Population Size	182
3.	

4.	Sample Size	27
5.	Sampling Procedure	Random Sampling
6.	Mode of Analysis	Statistical Analysis (%)
7.	Approach to Analysis	Descriptive Analysis

Tabel 2 . EFL Students' Anxiety Strategies (Questionnaire) based on Kondo & Ying-Ling (2004)

No.	Indicator	Item Number in Questionnaire
1.	Preparation	8, 14, 15, 16
2.	Positive Thinking	1, 2, 3, 4
3.	Relaxation	17, 18, 19, 20
4.	Peer Seeking	5, 6, 7, 13
5.	Resignation	9, 10, 11, 12
	Total	20

FINDINGS AND DISCUSSION

Based on the results of the study, the questionnaires have distributed to 27 people according to the sample number. Unfortunately, there were only 26 respondents who have recorded successfully, while one respondent did not fill out the questionnaire. As for the concern of this study is to find out the strategies used by English students in overcoming and relieving the anxiety

they experienced in English speaking performances. Therefore, all of the questions in the questionnaire only focus on asking about the kinds of strategies they used.

Regarding the answer about students' confession of having experienced anxiety in English speaking performances, Here below the figure.

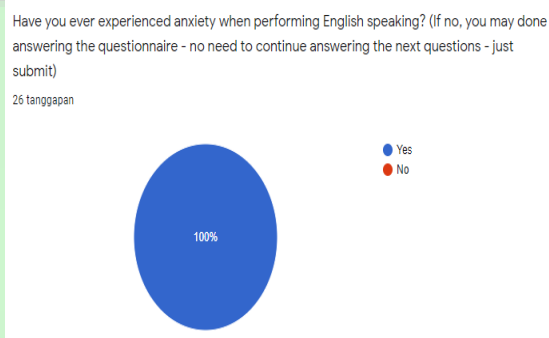


Figure 1. Students' confession of having experienced anxiety in English speaking performances

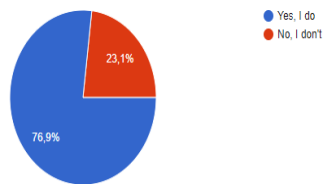
Based on the figure above, we can see that there were 26 or 100% of students were answered yes for the question. Thus, it means that all of the students have admitted that they have experienced anxiety in performing English speaking. Therefore, it can be concluded that all of students who participated in this study were those who were proven to have experienced anxiety, so that it was suitable to be used as a sample in this study.

Likewise, about the strategies adapted from Kondo and Ying-Ling (2004), here below the result of the questionnaire regarding English Education students' strategies in relieving their anxiety in speaking performances, which will describe as follow:

6. Preparation strategy

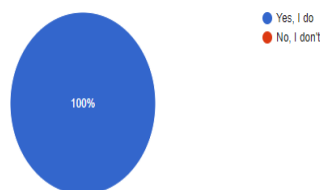
8. Do you take courses provided in or out of your campus as one of the strategies in relieving your anxiety in speaking English ?

26 tanggapan



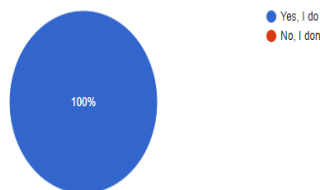
14. To relieve the anxious feeling when performing English speaking, do you try to ask help from friends and teacher such as asking their opinions, asking them to answer the questions about your topic ?

26 tanggapan



15. Do you focus to prepare more for the subject that commonly affect you experience the anxiety ? for example; preparing for good grammatical, trying to practice first before performing in front of the class, etc.

26 tanggapan



16. Do you read the materials before perform in front of the class as a way to cope with anxiety ?

26 tanggapan

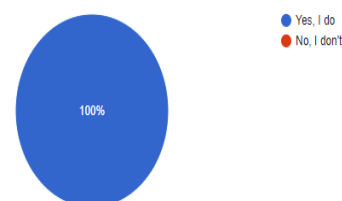


Figure 2. Percentage of Preparation strategies used
(adapted from Kondo & Ying-Ling, 2004)

Based on the data above, it shows that most of the students apply preparation strategies as an effort to relieve and overcome the anxiety they experienced when speaking English. As the result

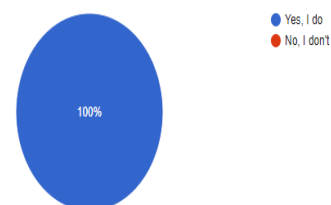
of the data shown, there were 76,9% or 20 of students answered yes for taking courses as one of effective way in relieving their anxiety, while 23,1% or 6 of students answered no. Then, 100% or 26 of students answered yes for trying to ask for their teacher and friends help, such as asking their opinions or asking them to answer the questions about the topic. Subsequently, 100% too or 26 of students answered yes for making more preparations for the subject that commonly affect them experiencing the anxiety. Also, 100% or 26 of students answered yes for reading the materials before performing in front of the class.

Based on the description above, it can be seen that most of the students used these preparation strategies, where all students of Unit 02 entirely use three of four preparation strategies above. Then, only one strategy which is not used totally by all of the students, namely taking courses strategy. Therefore, we can conclude that these preparation strategies were not entirely implemented by PBI Ar-Raniry students year of 2016.

7. Positive thinking strategy

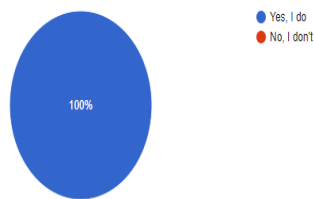
1. when experiencing anxiety, do you try to push down the negative anxious thoughts and create the positive thoughts ?

26 tanggapan



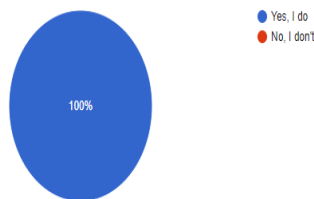
2. Do you try to be confident and imagine yourself giving a great performance to relieve your anxious feeling when speaking English ?

26 tanggapan



3. Do you try to think of something pleasant or enjoyable to relieve your anxious feeling when speaking English ?

26 tanggapan



4. Do trying not to think about the consequences or effects can relieve your anxious feeling when speaking English ?

26 tanggapan

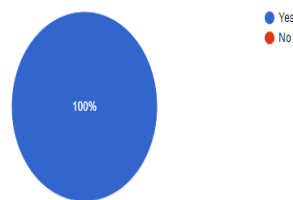


Figure 3. Percentage of Positive Thinking strategies used (adapted from Kondo & Ying-Ling, 2004)

Based on the data above, it shows that all of the students rely on positive thinking strategies as an effort to relieve and overcome the anxiety they have experienced when speaking English. As a result of the data, it shows that 100% or 26 of students answered yes for trying to push down the negative thoughts and create positive feelings. Also, there are 100% or 26 of students answered yes for trying to be confident and imagine themselves giving an excellent performance, and 100% or 26 of students too answered yes for trying to think of something pleasant or enjoyable to

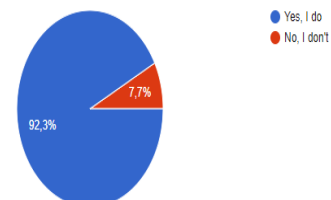
relieve their anxious feeling. Also, 100% or 26 of students answered for deciding not to think about the consequences or effects.

Based on the description above, we can see that no one answered no for each question of these strategies. Thus, we can conclude that all of the positive thinking strategies have used by the total number of Unit 02 students.

3. Relaxation

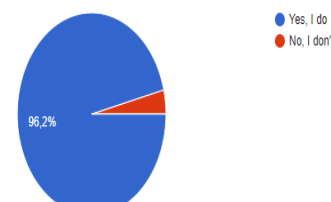
17. If you get anxious and nervous, do you try to move around position when performing English speaking in front of the class ?

26 tanggapan



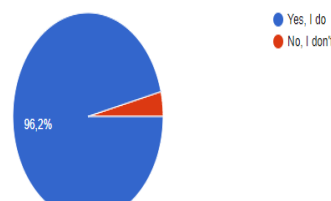
18. Do you practice the deep breaths to relieve the anxious and nervous feelings ?

26 tanggapan



19. Do you struggle with anxiety just by agreeing to and smiling at everything that is being said or done ?

26 tanggapan



20. Do you try to be calm and just do your best to reduce your anxious feeling ?
26 tanggapan

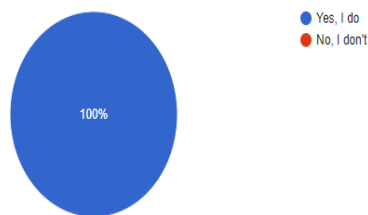


Figure 4. Percentage of Relaxation strategies used (adapted from Kondo & Ying-Ling, 2004)

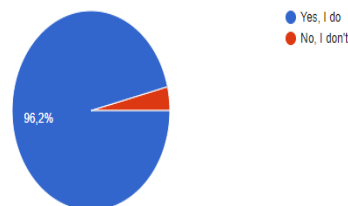
Based on the data above, it shows that most of the students apply relaxation strategies as an effort to relieve and overcome their anxiety when they perform English speaking. As the result of the data, it shows that 92,3% or 24 of students answered yes for trying to move around position when performing English speaking in front of the class, only 7,7% or 2 of students who answered no. Then, for the strategy of practising the deep breaths, there were 96,2% or 25 of students who answered yes and 3,8% or only one student who answered no. Next, there were 96,2% or 25 of students answered yes for trying to struggle with anxiety by agreeing to and smiling at everything that is being said or done, only one student who answered no. Last, there were 100% or 26 of students answered yes for trying to be calm and just do their best as the way to reduce their anxious feeling.

Based on the description above, we can see that from the three of four relaxation strategies are almost entirely used by unit 02 students, where only a few of them who were not. In contrast, one another strategy was used by all of the students, namely strategy of try to be calm and do the best.

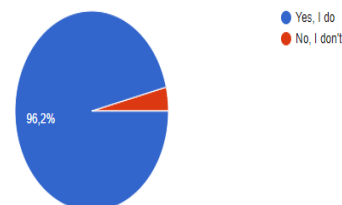
Therefore, we can conclude that PBI Ar-Raniry students of Unit 02 did not entirely implement these relaxation strategies.

4. Peer seeking

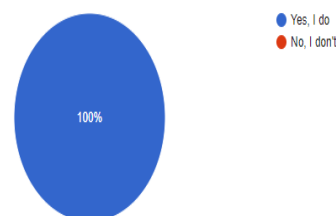
5. Do you prefer asking to your friend if there is a topic that you don't understand when getting anxious?
26 tanggapan



6. Do you prefer to discuss with your friend if there is a less clear pronunciation that you spelled to relieve your anxious feeling ?
26 tanggapan



7. Do you like learning English lessons with your friends as one of strategy to overcome the anxiety ?
26 tanggapan



13. Do you prefer comparing yourself with others who have the same problems with you in English speaking to relieve your anxiety ?
26 tanggapan

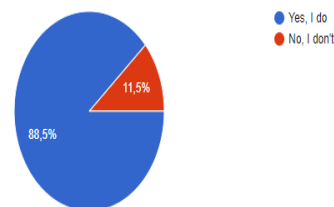


Figure 5. Percentage of Peer Seeking strategies used (adapted from Kondo & Ying-Ling, 2004)

Based on the data above, it shows that most

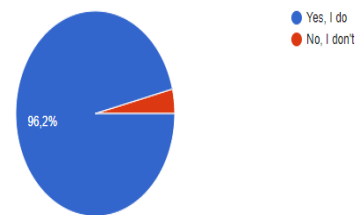
of the students use peer seeking strategies as a way to relieve and overcome the anxiety they experienced when speaking English. As the result of the data, it shows that 96,2% or 25 of students answered yes for preferring asking their friend about the topic they were not understood to relieve their anxious feeling, there only 3,8% or one student who answered no. After that, also 96,2% or 26 of students answered yes for prefer to discuss with their friends if there was a mistake they made when speaking English to relieve their anxious feeling, and 3,8% or one student answered no. Then there were 100% or 26 of students answered yes for like learning English lessons with their friends as one of strategy to overcome their anxiety. Last, only 88,5% or 23 of students answered yes for prefer comparing themselves with others who have the same problems with them in English speaking, and the remaining 11,5% or 3 of students answered no.

Based on the description above, we can see that from the three of four peer seeking strategies are almost entirely used by unit 02 students which only a few of them who were not. In comparison, one another strategy used by all of the students, namely the strategy of learning English lessons with friends. Therefore, we can conclude that PBI Ar-Raniry students of Unit 02 did not entirely implement these peer seeking strategies.

5. Resignation

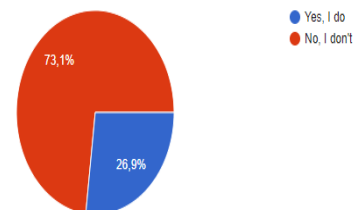
10. When you get anxious, do you just let it happens and try to accepting the situation ?

26 tanggapan



11. When you get anxious, do you prefer to choose sleeping in the class to relieve your anxiety ?

26 tanggapan



12. When you get anxious, do you decide not to do any effort anymore because you realize that you always failed and that way can reduce your anxiety?

26 tanggapan

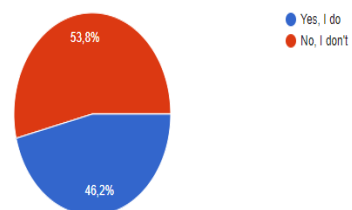


Figure 6. Percentage of Resignation strategies used (adapted from Kondo & Ying-Ling, 2004)

Based on the data above, it shows that some of the students apply resignation strategies as a way to relieve and overcome the anxiety they experienced when speaking English. As a result of the data shown, for the strategy of stop paying attention when getting anxious, there were only 26,9% or 7 of students who answered yes. The other 73,1% or 19 of students answered no. Next, 96,2% or 25 of students answered yes for just let the anxiety happens and try to accept the situation, 3,8% or one other left answered no. Afterwards,

for strategy of prefer to choose sleeping in the class as an effort to relieve the anxiety, there only 26,9% or 7 of students who answered yes and 73,1% or 19 of students answered no. Then, 46,2% or 12 of students answered yes for strategy do not want to make any effort anymore if the failures often happen, and 53,8% or 14 of students answered no.

Based on the description above, we can see that all of the four resignation strategies were not used by all the students entirely. There are two strategies used by most of them, and only a few of them use the two more. Thus, we can conclude that PBI Ar-Raniry students of Unit 02 did not entirely implement these resignation strategies.

From the data analysis above, overall, the researchers can take the summary that the strategy to relieve anxiety in English speaking performance used by PBI Ar-Raniry students of Unit 02 is positive thinking strategy. Those strategies are such as; trying to push down the negative anxious thoughts and create the positive thoughts, trying to be confident and imagine ourself can give a great performance, trying to think of something pleasant or enjoyable, and trying not to think about the consequences or effects when we are performing speaking.

After positive thinking strategy, then followed by preparation strategy as the second most used strategy after positive thinking strategy, those are; preparing more for the subject that commonly affects us experience the anxiety including the preparation of good grammatical mastery, reading the materials and trying to practice speaking first before performing in front of the class, trying to

ask help from friends and teacher such as asking their opinions, asking them to answer the questions about the topic, and if it needed, taking courses that provided in or out of our campus can also be one way to overcome the anxiety that we face every time we perform English speaking.

Afterwards, followed by relaxation strategy such as; trying to move around position when performing English speaking in front of the class, practising the deep breaths, struggling with anxiety by just agreeing to and smiling at everything that is being said or done, and try to be calm and just do our best to reduce the anxious feeling. Likewise with peer seeking strategy which is also quite widely used, such as; trying to ask a friend if there is a topic that we do not understand when we face anxiety, doing discussion with a friend if there is a less clear pronunciation we spell, learning English lessons with friends and comparing ourself with others who have the same problems with us in English speaking. The last strategy is the resignation strategy, which is the least used by students, such as; trying to stop paying attention when getting anxious, trying to just let it happens and accept the situation, trying to sleep in the class to relieve their anxiety, and giving up or do not want to make any effort anymore after having failed many times.

In sum, from the summary above the researchers can conclude that strategy used entirely by EFL students of English Education Department of Ar-Raniry was positive thinking strategy. According to Horwitz & Cope (1986) as cited in Demir (2015), “positive thinking is these strategies

intended to divert attention from the stressful situation to positive and pleasant cues (e.g., discussing an exciting topic), and bring relief to the anxious student". From this statement, the researchers can get the meaning that positive thinking is the same as trying to practice or produce good thoughts by concentrating fully on what we have done so that this can eliminate negative thoughts or emotions. As for the benefits that we will get from positive thinking, can eliminate the burden of the mind so that it will not trigger us to feel stress, have good mental health, can create feelings of confidence so that it is not easy to feel pessimistic or hopeless. Also, by thinking positively, we will be able to overcome problems in our lives from a better perspective so that existing problems can be solved quickly.

CONCLUSION

Having the ability to speak English well is a must for every student in the world nowadays. Therefore, speaking is one skill that every student who is learning English wants to develop to realize the ability. However, the biggest problem that students often encounter when they practice speaking is anxiety in starting a conversation with their interlocutor. Therefore, it needs a solution or strategy to eliminate the anxiety students experienced. Based on the result of this study, the findings show that there are five types of the strategy commonly used by EFL students in English Education Department of Ar-Raniry, Those are; Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation. The most

used among of the five is positive thinking strategy, where all of the students are claim that in relieving their anxious feeling they are usually do such try to push down the negative thoughts by creat the positive thoughts, try to be confident by imagining themselves giving a great performance, then also try to think of something pleasant or enjoyable and try not to think of the consequences or effects. All of the strategies are expected can be used as the problem solver for the other EFL students.

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