

**THE STUDENTS' STRATEGIES IN REDUCING ANXIETY TO
ENCOURAGE STUDENT CONFIDENT DURING
SPEAKING ENGLISH AT SMAN 13 SINJAI
(*A Descriptive Qualitative Research*)**



THESIS

*Submitted to the faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for the degree
of education in English Department*

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MOTTO AND DEDICATION

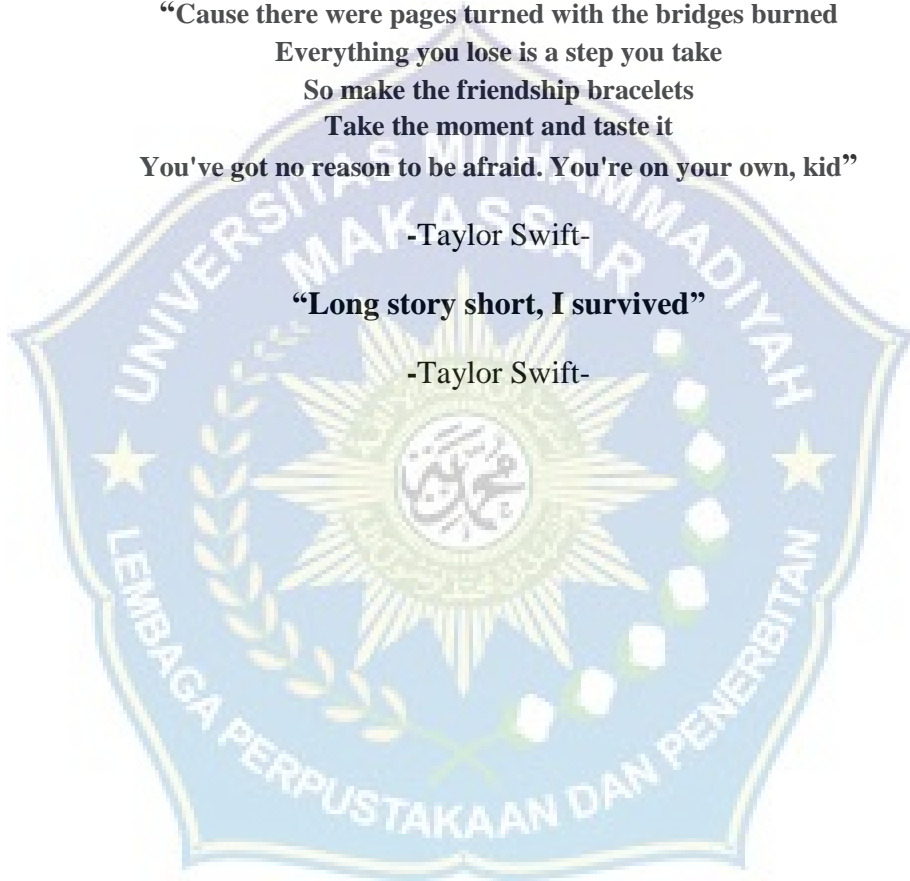
MOTTO

**“Cause there were pages turned with the bridges burned
Everything you lose is a step you take
So make the friendship bracelets
Take the moment and taste it
You've got no reason to be afraid. You're on your own, kid”**

-Taylor Swift-

“Long story short, I survived”

-Taylor Swift-



DEDICATION

Untuk kedua orang tua, saudara, sahabat saya dan orang-orang yang selalu bertanya kapan skripsimu selesai.

ABSTRACT

A.Wulandari Cahyaningrath. 2023. *The Students' Strategies in Reducing Anxiety to Encourage Student Confident During Speaking English at SMAN 13 Sinjai.* Thesis of English Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nur Qalbi and Uyyunnasirah Hambali.

The researcher wants to know the students' strategies in reducing anxiety to encourage student confidence during speaking English at SMAN 12 Sinjai. This study used a descriptive qualitative approach. The subject of this research is the second grade students of SMAN 13 Sinjai in the academic year 2022/2023. These are two classes in second grade of MIPA there are 70 students. Purposive sampling was utilized in this study to gather data, after which the English-speaking population was the main focus. Based on the data and discussions in the preceding chapter, it is determined that there were six anxiety strategies used by students in the XI IPA grade of SMAN 13 Sinjai. Based on the results of the observations and interviews conducted, the researcher classified six categories regarding the strategies used by the students to reduce their anxiety in speaking English. These strategies are calm down or relax, self-confidence and positive thinking, ignoring students, peer perception, self-entertaining and preparation.

Keywords: Strategies, Anxiety, Student Confidence, Speaking English

ABSTRAK

A.Wulandari Cahyaningrath. 2023. *The Students' Strategies in Reducing Anxiety to Encourage Student Confident During Speaking English at SMAN 13 Sinjai*. Skripsi Jurusan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nur Qalbi dan Uyyunnasirah Hambali

Peneliti ingin mengetahui strategi siswa dalam mengurangi kecemasan untuk mendorong kepercayaan diri siswa selama Speaking bahasa Inggris di SMAN 13 Sinjai. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subyek penelitian ini adalah siswa kelas II SMAN 13 Sinjai tahun pelajaran 2022/2023. Ini adalah dua kelas di kelas dua MIPA ada 70 siswa. Pengambilan sampel purposive digunakan dalam penelitian ini untuk mengumpulkan data, setelah itu populasi berbahasa Inggris menjadi fokus utama. Berdasarkan data dan pembahasan pada bab sebelumnya, diketahui bahwa terdapat enam strategi kecemasan yang digunakan oleh siswa kelas XI IPA SMAN 13 Sinjai. Berdasarkan hasil observasi dan wawancara yang dilakukan, peneliti mengklasifikasikan enam kategori mengenai strategi yang digunakan siswa untuk mengurangi kecemasan mereka dalam berbicara bahasa Inggris. Strategi-strategi tersebut adalah tenang atau rileks, percaya diri dan berpikir positif, mengabaikan siswa, persepsi teman sebaya, menghibur diri dan persiapan.

Kata Kunci: Strategi, Kecemasan, Percaya Diri Siswa, Berbicara Bahasa Inggris

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The Researcher

A.Wulandari Cahyaningrath

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CHAPTER 1

INTRODUCTION

A. Background

English is an international language used by people all over the world to communicate. But when compared to the position of English as a foreign language in Indonesia, not many people use it in daily communication. This makes English a trend in Indonesia and not a few parents require children to learn English from an early age. This phenomenon can shape the development of a person's ability to speak English. A Teacher is required to be able to provide interesting English learning techniques to transfer basic skills to students including listening skills, reading skills, writing skills, and speaking skills. With the demands of English language skills that are very complex, not everyone is able to master the four main skills in learning English. Speaking is one of the 4 important skills to master, considering that speaking is an active skill that is useful in building communication with others. However, the biggest problem encountered by language learners, especially English learners, is that they feel anxious and afraid to speak the language. This phenomenon is called anxiety or anxiety in speaking English.

Anxiety is a common thing that is often experienced by humans, many things can trigger this, but it often occurs when a person is faced with certain situations, such as when faced with a situation where someone speaks in front of

many people or faces an exam. Anxiety is a form of emotion associated with a sense of being threatened by something with a threat object that is not so clear. Anxiety occurs because individuals are unable to adjust to their surrounding environment (Sundari, 2005). A person can be characterized by physical symptoms where facial expressions become tense, hands often urinate continuously, dry lips and psychological symptoms experienced when the mind is anxious, difficult to focus and fear. this (anxiety) can affect the process in the classroom where students will feel anxious when doing assignments or when they are appointed to appear in front of the class.

Anxiety can be experienced by anyone, including highschool students. Student anxiety can occur at any time, for example students experience anxiety when asked to come to the front of the class, when speaking in public, and facing final exam (Setiawati, 2009). This anxiety also occurs during English lessons in class.

Basically, every individual always trying to deal with anxiety by how to make adjustments to the causes of anxiety. This anxiety reaction describes a subjective feeling which appears in the form of tension that's not fun. According to Sudrajat (2008) many factors that trigger anxiety on students. For example, curriculum targets which is too high, not conducive, giving solid assignments, and a strict unfair scoring system. That is one of the factors the cause of anxiety that comes from curriculum factors. So is, inadequate teacher attitudes and treatment friendly, fierce, bitchy, and lacking competent is a source of cause the

emergence of anxiety in students who sourced from the teacher factor. Application strict school discipline and more prioritize punishment, school climate uncomfortable, that is what then triggers the occurrence of anxiety in students.

In principle, anxiety is important to increase motivation in achieve something, but the problem is when the level of anxiety experienced by the individual is high. Intelligence is not the only factor what determines the success or failure of a person in learning, but peace of mind It also has an influence on students' ability to use intelligence (Yılmaz, 2018).

Talking about anxiety, this also often happens during the process of learning English. students feel uncomfortable when they are in English class, this is influenced by various things, as i have described previously above. as we investigated that every problem can be overcome, so also for this one problem. To minimize students' anxiety in dealing with English lessons, there are several strategies that can be applied so that students can overcome their anxiety both when students are appointed to appear in front of the class, or are appointed to speak in front of the class using English.

Some variables can make students anxious about their performance and academic progress as well as make them less motivated to engage in learning activities, particularly speaking English. The most emphasis has been placed on anxiety as a crucial personality attribute. Savile-Troike in Darmawati (2021) The statement indicates that fearful pupils would skip some speaking-required tasks

because they worry about speaking English incorrectly and run the danger of making mistakes. Tseng (2020) says that self-perception, cultural differences, classroom presentations, and fear of making mistakes are the four elements that contribute to language anxiety when speaking English. According to Zhiping & Paramasivam in Felicita (2020) shyness, fear of being judged negatively, worry of speaking incorrectly, fear of speaking in front of others, and fear of speaking in public are additional causes of language anxiety.

Due to a variety of variables, students can employ several techniques to manage or lessen their language anxiety during classroom activities, such as Kondo & Ling's in Darmawati (2021). Strategies are the behaviors and technique they adopt in their efforts to learn. Although students frequently make a deliberate decision when selecting a strategy, their motivation, cognitive style, and personality all have a significant impact Savile-Troike in Sari (2021). In addition, with use of the strategies the students are expected to perform better in speaking English by minimizing their anxiety in the classroom.

Based on the initial observation conducted at SMAN 13 Sinjai, there are some students can reduce their anxiety in speaking english. So, the reseracher was investigated the students's strategies in reducing their anxiety during speaking english.

Based on the background above, the researcher interested to conduct the research under the title "***The Students' Strategies in Reducing Anxiety to Encourage Student Confident During Speaking English at SMAN 13 Sinjai***"

B. Problem Statement

Based on the background above, the researcher is interested to investigated what are the students' strategies in reducing anxiety to encourage student confidents during speaking english at SMAN 13 Sinjai?

C. Objective of Research

Based on the problem statement, the researcher would like to investigated the students' strategies in reducing anxiety to encourage student confidents during speaking english at SMAN 13 Sinjai.

D. Significance of Research

1. Teacher

The result of this research is expected to be able to use this as a reference for learning methods that can be applied in the classroom to encourage student confidence during English class.

2. Students

The results of this research are expected to make students more recultant to speak in English dan can find another strategies to reduce their anxiety. The learning process can make students more interested in participating in the learning process.

3. Researchers

The results of this research can contribute to future researchers who was conducted research related to improving students speaking skill.

E. Scope of Research

The scope of the research is to find out the students' strategies in reducing anxiety to encourage student confidents during speaking english at SMAN 13 Sinjai. Students' anxiety focused on symptoms and effect.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researcher will present some preview research related to this research, the are as follow:

The first is, I have read a research journal by Darmawati (2021) entitled the strategies in reducing students axiety in speaking English at SMA PERGIS YAPKI MAROS. This research investigated the student anxiety and the strategy to reduce in their speaking performance in teaching and to learn the process at the EFL classroom. This research shows that there are 4(four) aspect that can be faced by the student while speaking English in front of the class specifically, worry about their own abilities, nervousness due to stage fright and public speaking, fear of making mistakes, and also shame because likely to be ridiculed by their appearances. The purpose of this research is theexistence of strategies that can be used by student in dealing with anxiety to perform English speaking performance in front of the class. Some strategies that can be used by student according to research that has been done by the researche are; preparation,

relaxation, self confidence, peer seeking, ignoring the audiences, and holding script in a paper or handphone.

The second is have read a research journal by Septiana and Agustina (2019) entitled an anxiety analysis of student in learning English at the 10th grade of SMA 7 Kota Tangerang. This research investigated foreign language anxiety of EFL senior high school students at the 10th grade of SMA 7 Kota Tangerang. In this research, the researcher used qualitative approach, then the researcher used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively. In specifically, it aimed to identify what factors that may contribute to anxiety in English learning environment based on the students perspectives. the result of the study showed that speaking in front of the class is dominant factor of student anxiety, then being laughed at by others, incomprehensible input, students beliefs about language learning, teacher personality and attitude, and lack of preparation were the six factors that may contribute to the students anxiety in learning English and there is most dominant factors influencing students in anxiety when learning English is the factors from the teacher and by the student.

The third that I have read research by Putra (2018) entitled "An Analysis of Students' anxiety In English Speaking Classroom at The Third Semester Students of English Department In Makassar Muhammadiyah University. The results of Jani Utama Putra's research conducted to investigate foreign language anxiety among third semester students of English Department of Universitas Muhammadiyah Makassar. Specifically, Jani Utama Putra sought to identify what factors could contribute to anxiety in the English learning environment based on the students' perspective. The type of research used in this study is a qualitative type of research with a case study approach. The results showed that the factor that most influenced students in speaking English in class 3E in third semester students of English Education Department of Muhammadiyah Makassar University became a motivational factor, the second was shyness, limited vocabulary, lack of confidence, lack of preparation, grammatical errors, friends/classmates, while fear of errors factor was the lowest factor experienced by students of class 3E in third semester students of English Education Department of Muhammadiyah Makassar University.

The Fourth that I have read research by Abdillah (2018) entitled "Students' Anxiety Factors in Speaking English (A Case Study at the 8th Grade of SMP N 16 Semarang) in the Academic Year of 2016/2017. This research uses a case

study approach in Class VIII of SMPN 16 Semarang in the 2016/2017 academic year. The purpose of her research was to investigate junior EFL foreign language anxiety of secondary school students in the 8th grade of SMPN 16 Semarang. Specifically, Vera Abdillah's research sought to identify what factors may contribute to students' anxiety in speaking English based on students' perspectives. The type of research used in Vera Abdillah's research is qualitative research with a case study approach.

The Fifth reserach that I have read by Indrianty (2016) yang berjudul Students' anxiety in Speaking English (A Case Study In One Hotel And Tourism College In Bandung). This study examined the students' fear of speaking English in a Bandung hotel and tourism college. This study looked at sources of anxiety as well as different forms. The characteristics of a case study were being used in this investigation. The information was gathered through watching students interact in class and conducting interviews. To address the research topic, descriptive analysis and interpretation of the data were performed. Two conclusions linked to the study's research topics were found. Trait anxiety and state/situational anxiety were the first two categories of anxiety that were demonstrated. Second, communication anxiety, exam anxiety, and worry about receiving a bad grade were the three top sources of anxiety among the students

in the English-speaking class. Additionally, as the results of the interviews showed, students' fear of speaking has been exacerbated by their limited vocabulary and lack of preparation. These results show that in order to motivate students to speak up boldly and clearly in an English-speaking class, the teacher should be more cognizant of their nervousness. As a result, educators are recommended to exercise some creativity in developing better methods that can motivate kids to speak up more.

B. Some Basic Concept

1. Concept of Strategy

a. Definition of Strategy

Strategies are distinct ways of approaching a problem or task, modes of operation for reaching a certain goal, or a planned design for controlling and manipulating specific information, according to Brown in (Putri, 2022). A learning strategy, in Darmasyah's definition, is a viewpoint, frame of mind, pattern of behavior, and course of action used to accomplish successful learning. 3 According to Yongqi Gue, students must implement a learning strategy in order to finish a learning activity (Darmansyah, 2010).

According to Oxford in Darmawati (2021) Students should define learning strategies as the actions they take to improve their own learning. Because they are tools for active, self-directed involvement, which is crucial for fostering communicative competence, strategies are particularly significant for language learning. Proper language learning techniques lead to increased confidence and enhanced proficiency. According to the description provided above, it is clear that learning strategies are the actions that students do to complete a learning assignment, which facilitates efficient learning.

b. Kinds of Learning Strategy

Diverse professionals offer varying viewpoints about learning strategy. Reigeluth and Degeng in Laksana et al, (2019) identify three different categories of learning strategy:

- 1) An organizational plan is a means to arrange an area of study's materials. It speaks to the way that instructional materials were delivered.
- 2) Referring to the usage of teaching media and how the students may comprehend them is the delivery method.

3) Management strategy: This refers to how to coordinate interactions between students and the organizational strategy and delivery strategy that include learning strategy variables. It speaks of the structured scheduling and distribution of instruction.

According to Chamot, et.al (1989) gives an alternative viewpoint on study techniques. According to it, the following learning strategies are based on it:

- 1) Outline: refers to providing learners with a framework in which they can add information to understand what they are learning.
- 2) Divide refers to breaking down the study's task into smaller tasks.
- 3) Vary: To prevent disengagement, the students are allowed to alter their surroundings.
- 4) Incubate: Let students to learn more, but only as needed.
- 5) Revise: Let students to review the lessons to better understand the learning process.

c. Definition of Language Learning Strategies

Language learning strategies are what students use during learning that involves behaviors and thoughts, according to Weinstein and Mayer in

Macaro (2006). According to Cohen (1996), language learning methods are the intentionally chosen stages or acts that learners do.

A complete about language learning strategies, according to Oxford (1989), consists of certain activities, behaviors, steps, or approaches that students employ to advance their own proficiency in learning a second or foreign language. These strategies can make it easier for the student to recall or use new terminology.

Based on the experts' explanations above, it can be summed up that language learning strategies include all the actions learners take throughout language learning to improve their language learning, including their behavior, steps, approaches, and thoughts.

d. The Kinds of Language Learning Strategies

Language learning tactics have been categorized by Sterns into five types in the journal *Language Learning Strategies Among EFL/ESL Learners: A Review of Literature* by Zare (2012), and they are as follows:

- 1) Management and planning techniques that help learners connect with their desire to take charge of their own learning.
- 2) Cognitive strategies, which are the techniques and activities that students use to learn or retain the information and solve problems.

- 3) Communication techniques that involve the effective transfer of knowledge through either verbal or nonverbal means.
 - 4) Interpretational techniques that track learners' growth and assess their effectiveness.
 - 5) Affective techniques that help students recognize emotions like unfamiliarity or confusion and work to cultivate a positive attitude toward the target language throughout learning activities.
- e. Types of Learning Strategies

According to Sitti Asmin Dumarni, there are 5 the students' strategies in reducing anxiety in speaking english in to a number of categories as follow: (1) relaxation, (2) positive thinking, (3) peer Perception, (4) instrumental help and (5) self- entertaining (Dumarni, 2018).

1) Relaxation

The affective element of relaxation is what distinguishes it from other states in that it tries to reduce physical tension brought on by emotional excitation. Techniques for relaxation include those that target the symptoms of somatic anxiety. The system is restored to equilibrium as a result of relaxation, which

lowers stress and anxiety hormones and improves blood flow to the brain. The act of relaxing involves engaging the mind while also allowing the body to unwind. Take a deep breath, relax, close your eyes, act calm, shake your body, stroke your hair, fidget with your hands, look at your watch, and other common relaxation techniques.

2) Relaxation

The ability of positive thinking to inhibit the troubling cognitive processes that underlie pupils' worry is what keeps students from being anxious. Our outlook on life and how we feel about ourselves may be reflected in our positive thinking. These techniques are meant to calm the nervous pupil by drawing their focus away from the unpleasant environment and toward pleasant and encouraging cues. The components of positive thinking are: self-confidence, enjoying the lesson, believing in ourselves, taking it easy, telling ourselves that we can do it, praying, not worrying about the outcomes, telling ourselves that we are not anxious, enjoying English, thinking of

a joke, visualizing oneself performing well, using our anxiety to motivate ourselves, and so on.

3) Peer Perception

Peer seeking is characterised by pupils' inclination to look for classmates who appear to be struggling with comprehension and/or anxiety management. The knowledge that other students are experiencing the same issue may provide the worried student with a source of emotional regulation through social comparison. Peer seeking commonly includes things like convincing oneself that problems that are challenging for us are also challenging for others, convincing oneself that the other person must be anxious, looking for people who are struggling in class, talking to friends nearby, and more.

4) Instrumental help

The act of carrying or holding anything by students as they do their performance is known as instrumental assistance.

The researcher described the findings from fieldwork in this section in relation to the use of instruments by the students that

may aid to lessen their performance anxiety. According to the findings of the observation and interview, there were various steps, including holding a table or pulpit, getting a book, pen, or piece of paper, and putting one's hands in one's pocket.

5) Self Entertaining

Self-entertainment throughout the learning process is a technique used to lessen the discomfort that arises when performing tasks in front of others, such as fear, concern, nervousness, or embarrassment. A laugh-inducing move serves to deflect attention from other people in such a way that the audience is not made aware of the speaker's apparent discomfort during the performance. We are no longer entrapped in apparent anxiety as a result.

2. Student Anxiety

a. Definition of anxiety

Anxiety is a common thing that is often experienced by humans, many things can trigger this, but it often occurs when a person is faced with certain situations, such as when faced with a situation where someone speaks in front of many people, or faces an exam. Anxiety is a form of emotion

associated with a sense of being threatened by something with a threat object that is not so clear. Anxiety occurs because individuals are unable to adjust to their surrounding environment (Sundari, 2005).

Anxiety can be experienced by anyone, including students. The anxiety experienced by students at school can take the form of objective, neurotic (nervous) or anxiety moral anxiety (Andriana & Kasrabowo, 2020). “Anxiety can occur when someone feels guilty or makes a mistake, for example a student who is taking an exam but cheats, the student will feel anxious when in that situation a supervisor goes through it, basically this anxiety can arise because of a feeling of being threatened and uncomfortable about something. Learning anxiety is an emotional state unstable and followed by internal physical pressures dealing with learning situations” (Sunardi, 2022).

Anxiety about learning occurs continuously will have an effect on learning achievement decreased (Yuliani et al., 2019). Therefore, learning anxiety must be reduced so that learning achievement can be increased.

Anxiety is not a pathological condition in itself but a necessary and normal physiological and mental preparation for danger anxiety is necessary for the survival of the individual under certain circumstances. Failure to apprehend danger and to prepare for it may have disastrous results (Mussen et al. (1974).

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Jabar et al., 2013).

Based on the explanation above the researcher conclude that anxiety is a feeling of fear and worry that lasts a long time, something that is not clear (subjective) or not certain will happen and related with feelings of uncertainty and helplessness.

b. Aspects of Anxiety

Deffenbacher and Hazaleus in Ghufroon & Suminta (2009) suggest that the source of the cause of anxiety includes the following;

- 1) Worry is a negative self-perception, such as the belief that one is more intelligent than one's friends. Grover, et.al (2013) Dizziness, abdominal pain, sweating palms, nausea, dry mouth, anxiousness, and other symptoms are categorized as physical components.
- 2) Emotionality as a response to autonomic nerve stimulation, such as palpitations of the heart, cold perspiration, or dread.
- 3) Work general interference is the tendency of someone who is constantly depressed because they are thinking about the work to generate disruptions and problems in performing tasks. This is mentioned by Grover, et.al (2013) as mental or cognitive, such as attention like shyness and memory disruption, irregularities in thinking, and confusion.

c. Causes of student anxiety

There are several things that cause students to experience anxiety when learning English. as quoted in research journals. Factors that can cause anxiety in students are classified as follows, the first is the factor that comes from the teacher. including when asked to speak in front of the class, in this case most of the students felt very anxious or uneasy, anxious when asked to speak in front of the class. and some students also openly mentioned that they felt uncomfortable when they had to speak in front of the class and be the center of attention. next, incomprehensible input, based on what has been said by many participants who complained that the teacher spoke too fast and some said that they often felt intimidated when the teacher only used English when giving lessons.

The next factor that comes from the students themselves is being laughed at by others. this is very important and contributes greatly. they are very afraid and feel uncomfortable when appearing in front of the class and then being laughed at for their mistakes, then the second is student beliefs about the language learning and the last is lack of preparation.

Horwitz and Cope (1986) explained that foreign language classroom anxiety (FLCA) was different from other forms of anxiety, such as stage

anxiety, test anxiety, and the like. FLCA arises due to fears and frustrations when even people who have no language disability can't understand what foreigners say and can't express what they would like to say in a TL.

(Fenyvesi, 2021) identified three categories of situations that make student anxious:

- 1) Students are afraid of making mistakes
- 2) Students are asked to speak in front of their peers and worry about being criticized or laughed at, and
- 3) Student don't understand what the teacher says in the TL and can't complete any of the tasks.

Many factors can causes the anxiety, have shown that there are a number of ways that learning a foreign language can cause anxiety for the language learner. The cause can be broken down into three main sources: learner characteristics, teacher characteristics, and classroom procedures (Oteir & Al-Otaibi, 2019).

Learner characteristics that can cause foreign language anxiety include low self-esteem competitiveness, self perceived low level of ability, communication apprehension, lack of group membership with pers, and beliefs about language learning.

Listed on the following role-related beliefs which have been shown to evoke feelings of anxiety: it is necessary for the teacher to be intimidating at times; the instructor is supposed to correct every single mistake made by the students; group or partner work is not appropriate because it can get out of control: the teacher should do most of the talking: and the instructor's role is that of a drill sergeant (Ferdous, 2012).

Characteristics of the teacher to be associated with anxiety; absence of teacher support, unsympathetic personalities, lack of time for personal attention, favoritism, a sense that the class does not provide students with the tools necessary to match up with the teacher's expectations, and the sense of being judged by the teacher or would likeing to impress the teacher (Ferdous, 2012).

A native speaker for a teacher can cause anxiety, as the teacher may lack the sensitivity of the learning process or the teacher may be hard to understanding English (Ferdous, 2012).

Classroom procedures. Compiled a list of classroom activities which are perceived by students as producing anxiety: (1) Spontaneous role play in front of the class; (2) Speaking in front of the class; (3) Oral presentations or

skits in front of the class; (4) Presenting a prepared dialogue in front of the class; and (5) Writing work on the board (Ferdous, 2012).

3. Student confident

a. Definition

Confidence is one of the important aspects of personality in a person. Self-confidence is an assessment or positive attitude towards oneself and the environment that contains confidence in all the advantages in order to achieve goals in life and actualize all potential so that in one's actions one is not anxious, feels free to do things as one wishes and is responsible for one's actions. Interact, have an achievement drive and recognize one's own strengths and weaknesses.

Self-confidence that is owned by a person depends on each individual with different levels. Some individuals lack self-confidence while others are full of confidence someone who is confident is usually marked by him who will be easy to get along with, easy to control behavior, and easy to enjoy life. Confidence needs to be instilled in students as early as possible in order to help their growth and development.

According to Hakim in (Lubis et al., 2022) simply revealed that self-confidence is a belief someone against all aspects of the advantages they

have and beliefs it has the feeling of being able to achieve various goals within his life.

According to Adler stated that human needs are the most important is the need for self-confidence and sense of superiority. Trust self can also be interpreted as a belief in oneself everyone has in life as well as how that person views him self as a whole with reference to his self-concept (Sa'adah, 2021)

Confidence is a very important factor for students, because self-confidence will make individuals feel optimistic and capable to adapt to their social environment trust the self is defined in different ways in the psychological literature. The simple definition can be said as a person's belief in symptoms of aspects of the advantages possessed by individuals and these beliefs makes him feel capable of achieving various goals in life (Akbari & Sahibzada, 2020).

b. Characteristic

Self-confidence that is owned by a person depends on each individual with different levels. Some individuals lack self-confidence while others are full of confidence. Someone who is confident is usually marked by him who will be easy to get along with, easy to control behavior, and easy to enjoy

life. Confidence needs to be instilled in students as early as possible in order to help their growth and development.

According to Age et al., (2021) which suggests the characteristics of people with good self-confidence, namely:

- 1) Always stay calm when doing something
- 2) Have adequate potential and ability
- 3) Able to neutralize the tension that arises in various situation
- 4) Have a mental and physical condition that is sufficient to support appearance
- 5) Have sufficient intelligence. Have a sufficient level of formal education
- 6) Have expertise or other skills that support life, for example foreign language skills
- 7) Able to socialize have a good family educational background
- 8) Having life experiences that forge him mentally to be strong and resilient in facing various trials of life.
- 9) Always react positively in dealing with various problems, such as remaining strong, patient, and steadfast in facing life's problems.

With this attitude, difficult problems actually strengthen self-confidence.

c. Factors that influence student confidence

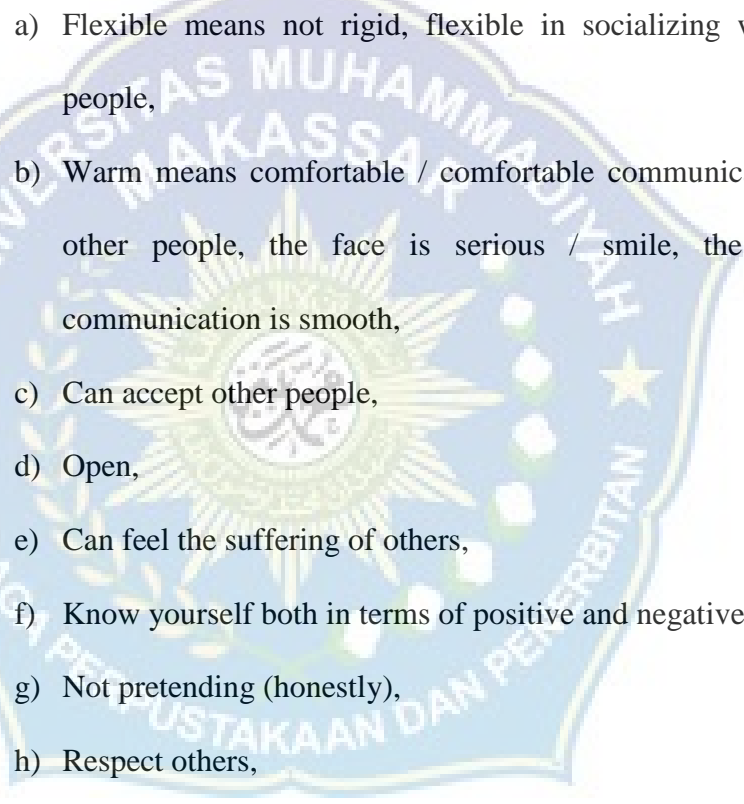
Lack of confidence arises starting from the existence of weaknesses. certain weaknesses in various aspects of a person's personality. Personal weakness has a very broad and related aspect life in the family since childhood. Not feeling confident prevent someone from achieving various goals in life, such as achieving achievements in certain fields. Various weaknesses personal experience that is usually experienced and is often the source of the cause the emergence of self-doubt, including physical disabilities or abnormalities, ugly, low economy, social status, marital status, often fail, less competitive, less intelligent, low education, environmental differences, not sociable, not ready for certain situations, difficult to adjust self, easily anxious and cowardly, not used to it, easily nervous, talk nervously, family education is not good. There are also influencing factors student self-confidence is:

1) Personality factors of supervising teachers

Personality actor is a prerequisite for someone to become a teacher. Factor Personality is a determining factor for someone whether

it can work, either as educators or mentors. As an educator or a good guide or as a destroyer. as that stated Zakiah Daradjat in her writing teacher personality.

As for the personal qualities that must be owned by a teacher advisor, namely:

- 
- a) Flexible means not rigid, flexible in socializing with other people,
 - b) Warm means comfortable / comfortable communicating with other people, the face is serious / smile, the fiber of communication is smooth,
 - c) Can accept other people,
 - d) Open,
 - e) Can feel the suffering of others,
 - f) Know yourself both in terms of positive and negative,
 - g) Not pretending (honestly),
 - h) Respect others,
 - i) Do not want to win alone,
 - j) Objective means accepting what is.

Thus it can be seen the personality of the supervising teacher as an educator is reflected in providing services and in providing and in providing services especially group guidance services. The supervising teacher should have these personal qualities. Thus the personality of the supervising teacher is one educator factors that are considered.

- 2) Physical factors included in this factor are: (1) Physical disability or physical abnormalities (2) ugly (3) often fail (4) less intelligent.
- 3) Environmental actors included in this factor are: (1) differences environment (2) difficult to adapt.
- 4) Family factors.

4. **Speaking**

a. Definition

Speaking is the way to express ideas, thoughts, and feelings orally. It is among the most important skills in English learning. However, other skills, such as listening, reading, and writing need to be taught all together (Zyoud, 2016). This is understandable because in fact that in interaction we need to involve more than one skill, ranging from listening to the speaker reacting to what the speaker said and so forth. Even, fluency in speaking is a crucial component that need to pay attention by learners and teachers.

Speaking is a productive ability. Speaking cannot be separated from listening (listening). When we speak, then we create a meaningful text. In communication, we can find speakers, listeners and messages and feedback. Besides that, speaking cannot be separated from pronunciation (pronunciation).

Menurut (Belay, 2022) Stated that speaking is an important skill which is necessary for speakers to create and use words to express thoughts or messages. Effective communication with the listener can only be achieved when the speaker thinks or the message is conveyed correctly.

Based on this explanation, the writer concludes that speaking is the process of conveying what we feel in spoken language to two or more people.

b. Aspects of Speaking

1) Pronunciation

(Simarmata & Pardede, 2018) pronunciation produced by sound is used to convey meaning. He also stated that a person's way of speaking is often the initial judgment by others who pay attention to his pronunciation. Likewise, with students, improper pronunciation is considered incompetent and a lack of knowledge in speaking.

Pronunciation is one of the most important things in speaking (Maharani et al., 2020) states that pronunciation is how a person produced words clearly when speaking. Someone who has a good pronunciation will make it easier to communicate with other people. Having a good pronunciation will make student's self-confidence increase by it self.

2) Vocabulary

Vocabulary is made up of words that form the basis of language. According to (Alzamil, 2021), language is an important part of learning. The four English language skills are related to language. Students need to investigated more words to communicate ideas and communicate more easily with others.

3) Grammar

Grammar is a sentence structure. Grammar is important in speaking so that the speaker and listener do not misunderstand the meaning conveyed. (Sioco & De Vera, 2018) grammar is a rule about changing forms and combining words with other words so that sentences can be formed

4) Fluency

Fluency is a person's ability to speak fluently and accurately without any doubt. (Putra, 2017) states that the ability to speak can be seen from the fluency and ease of speaking. Someone who can speak without any hesitation felt when speaking.

5) Comprehension

Comprehension is the ability to understand the meaning being discussed so that there is no misunderstanding. According to (Ofori et al., 2020), states that comprehension is the ability to be able to understand the meaning conveyed by others when speaking. This means that someone who speaks can understand each other's intentions conveyed by the other person when exchanging information so that they can provide an appropriate response.

C. Conceptual Frameworks

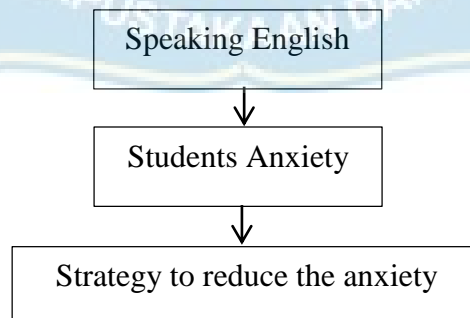
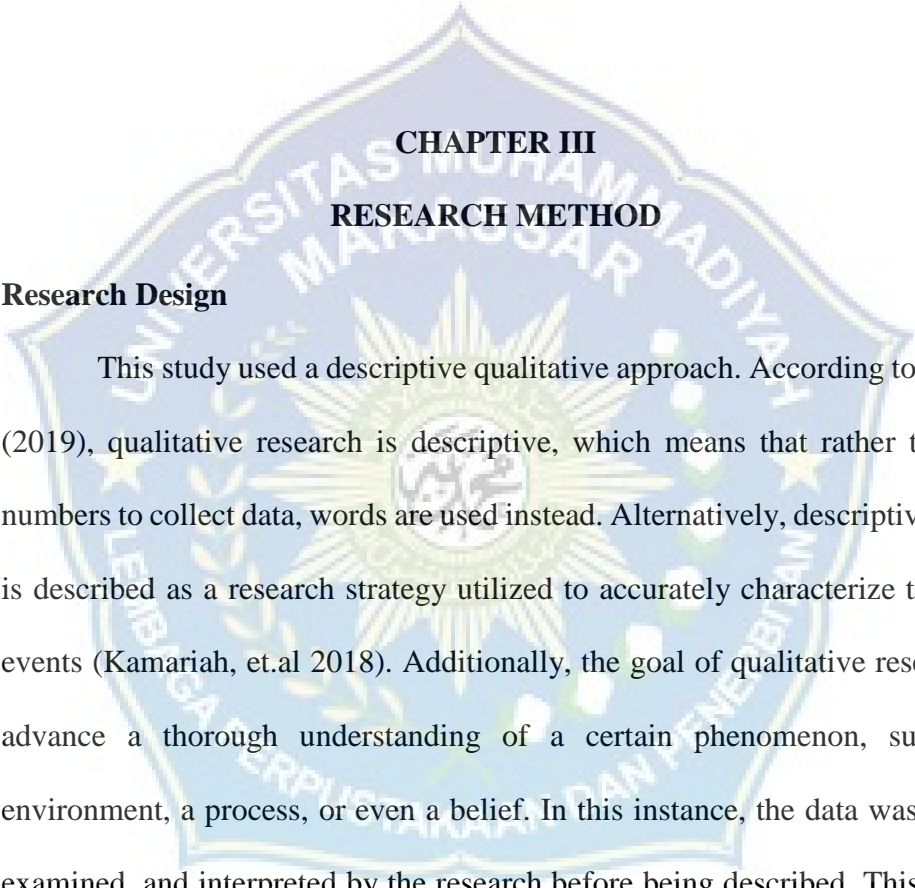


Figure 2.1 Conceptual Frameworks

This research was investigated the students' strategies in their speaking in the teaching and learning process in the classroom. Students' anxiety refers to feelings about students' worries and fears in classroom interactions. In this study, the researcher focuses on investigating the strategies used by the students to reduce their anxiety, and then the researcher categorized their strategies. The researcher observed and categorized the students' techniques or strategies to reduce their speaking anxiety that might occur in the classroom during the students' English speaking class. Based on the conceptual frameworks above, the reasearcher was investigated the students's strategies in reducing their anxiety during speaking english.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a descriptive qualitative approach. According to Sugiyono (2019), qualitative research is descriptive, which means that rather than using numbers to collect data, words are used instead. Alternatively, descriptive research is described as a research strategy utilized to accurately characterize the current events (Kamariah, et.al 2018). Additionally, the goal of qualitative research is to advance a thorough understanding of a certain phenomenon, such as an environment, a process, or even a belief. In this instance, the data was acquired, examined, and interpreted by the research before being described. This approach was designed to cover all aspect of the research issue. which described the pupils' approach to lowering their english speaking fear in order to gather qualitative data

for this study, the researcher combined observation, interviews, and document collecting to learn how the students manage their anxiety.

B. Subject of the Research

The subject of this research is the second grade students of SMAN 13 Sinjai in the academic year 2022/2023. These are two classes in second grade of MIPA there are 70 students. Purposive sampling was utilized in this study to gather data, after which the English-speaking population was the main focus. When it came to choosing the students to serve as research subjects, the researcher did so based on the classes that the English teachers gave as well as the students' active participation in speaking English in class. So, the subject of this research is XI MIPA 1 was containing 15 students and XI MIPA 2 was 15 students who learn advanced english and who students active in speaking english in class.

C. Research Instrument

There are several instruments that can be used when conducting research, the research instruments used in this study are:

1. Observations sheet

In this study, the researcher collected data in the classroom through observation. Additionally, the observation was done to ascertain the genuine

circumstances surrounding the educational process and to comprehend the participants' natural surroundings without changing or modifying them. The researcher used an observation sheet during the observation to record any potential anxiety indications from the students as well as their anxiety symptoms.

2. Interview Protocol

By asking the informants some questions directly, the researcher was able to interview the students as part of the interview process. It served as a tool for gathering data or information regarding the pupils' method of coping with performance anxiety when speaking English. The researcher employed a semi-structured interview to conduct an interview. After the class had ended, the researcher spoke with the students who had given speeches to learn more about the impact of their anxiety and the methods they had used to cope. In order to make the questioning of the students simple, the researcher developed a question protocol that consists of five opening questions and six closing ones.

3. Recording

When conducting interviews, researchers employ tools to record from smartphones to capture all exposure or information from the students about their strategies to reduce anxiety when speaking english.

D. Procedure of Collecting Data

1. Observations

The researcher went to the classroom to watch how the students were doing and requested the teacher's permission to stay and observe until the end of the lesson. Until the researcher had gathered enough information, the researcher continuously observed the entire speaking class in the classroom during each meeting. The researcher observed the students and recorded him speaking in English. The recording was done in a calm and organic manner. In order to maintain the class situation as authentic and genuine as possible, it is important to note that the researcher did not disclose to the student being watched the precise purpose of the observation.

2. Interview Protocol

The researcher conducted an in-person, semi-structured interview with the students in order to collect their performance data and identify "effective" coping mechanisms that they regularly used in their presentations. The results of this instrument's data revealed the types of anxiety that the students had been feeling, and they provided information on possible strategies for helping them feel less anxious when speaking English. The researcher concentrated on interaction to create a welcoming and relaxed interview environment so as to obtain accurate

information without making the participants feel uneasy. The researcher recorded the students' interview results in the classroom.

E. Technique of Data Analysis

The researcher examined the findings from observation and interview after gathering the data. The researcher turned the information from the audio recording into a written transcript as part of the data analysis procedure. According to Kaelan in Dennallino, et.al (2020) data analysis is the act of arranging the data in an orderly manner, categorizing it, and describing the data as a whole. The data should be organized and categorized according to the pattern, category, and unity in accordance with the preceding explanation. As a result, data analysis for the researcher is made simple. According to Miles and Huberman, data analysis involves three different sets of tasks:

1. Data reduction

The researcher examined the findings from observation and interview after gathering the data. The researcher turned the information from the audio recording into a written transcript as part of the data analysis procedure. According to Kaelan (2005), data analysis is the act of arranging the data in an orderly manner, categorizing it, and describing the data as a whole. The data should be organized and categorized according to the

pattern, category, and unity in accordance with the preceding explanation.

As a result, data analysis for the researcher is made simple.

2. Data Display

The next steps is data display after the data has been reduced. The term "display" refers to a collection of data from which the researcher could infer a conclusion. The information displayed would be converted or translated from the audio recording into a text description. It was possible to see what information needed to be removed or decreased by showing the data. The presentation of this data comprised data analysis, which included an examination of the findings from observations, examination of the documentation, and examination of the findings from interviews.

3. Conclusion or verification

The conclusion or verification was the last stage of this procedure. Based on the data display and a new theory that may address the study problems raised above, the researcher came to the conclusion. The researcher concluded about students' strategy in reducing their anxiety in speaking English.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter summarizes the data gathered from observation and interviews, specifically the findings. The debate is structured around the research questions that guide the study. Further explanation and interpretation of findings are provided during the discussion session.

A. Findings

Based on the descriptive qualitative study methodology in SMAN 13 Sinjai, the findings consist of data gathered through audio recording, classroom observation, and interviews. The data was obtained by the researcher between July 28th – August 3rd, 2023. The data gathered through video/audio recording of the classroom observation and interview comprise the study findings.

The strategy of observation was employed to investigate the tactics utilized by pupils to overcome their fear of speaking English. Meanwhile, interviews were conducted to collect data in order to address the researcher's study questions about the ways that students employed to reduce their nervousness when speaking English. The

researcher showed the findings in detail by displaying field notes from the observations and provided example quotes from each student's replies from the in-class interviews.

1. Observation Display

The researcher exhibited classroom observations in the form of field notes in this section, then described results to answer the study questions. The researcher recorded the results of field observations about the strategies used by students in speaking. The researcher discovered some of the actions students engaged in throughout the speaking performance in this part. This can be concluded as part of an anxiety-reduction approach. This is because the study findings demonstrate that when pupils perform, the symptoms of anxiousness that previously emerged are minimized.

Some student strategies are, (1) before conducting public speaking, pupils should carry a book. This practice appears to help pupils gain confidence in public speaking. So that the student's performance during the speaking process seems fluid. (2) prior to performing, engage in other things. (3) to handcuff the hands, move the feet, and place the hands in the pockets. Students use this as well to cover up and lessen their anxiousness before speaking. (4) The students do not gaze or pay attention to the audience; this is unaffected by actions performed by the audience, which might increase anxiety levels. (5)

when students were worried, they were seen taking deep breaths. As a result, it may cause them to unwind. Some of the conclusions described above was expanded upon in the next sub-chapter discussion.

2. Interview Display

The researcher changes the audio recording of the interview results in this step, which is subsequently shown as the findings of the tactics utilized by students. The researcher used observations and interviews with students in the semester of Class XI SMAN 13 Sinjai to develop strategies to lessen student anxiety as the data's ultimate conclusion. As a result, this section is the end goal of this research, which offered techniques to lessen anxiety in students speaking English. The researcher categorizes some of the strategies employed by students to alleviate their nervousness when speaking English based on observations and interviews.

a. Calm Down or Relax

Relaxation methods are one of the pillars of anxiety treatment. However, if we do not make time to do these activities, we are unlikely to succeed. Relaxing may be a powerful stress reliever that benefits our mind, body, and soul. The study discovered different forms of relaxation employed by students based on the data collected.

First, This sort of relaxation was derived from the interview and observation as supporting evidence during and after the XI IPA classroom speaking. According to the results, several students used the breathing approach to lessen their anxiety when they felt nervous. The data show from the extract as follows:

Extract 1

Researcher : When you feel anxious during speaking, do you try to suppress your anxiety?

Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

Students : *Emmm iye, I try to suppress my anxiety.*

Emmm iye, saya mencoba untuk menekan kecemasaku

Researcher : What strategies do you use when you feel anxious when speaking?

Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

Students : For me personally, I have to relax by taking deep breaths so that I can calm down a bit.

Kalau saya pribadi, harus relax dengan tarik nafas dalam-dalam kak agar saya bisa sedikit tenang.

According to the extraction above, the relaxation category respiration strategy is taking a deep breath from the nose and then slowly exhaling to the mouth, as stated that like take a deep breath and then exhale slowly from the explanation is known that some students reduced their anxiety by inhaling deeply. According to their admission, taking

breathing exercises or resigning would allow them to relax and refocus on their job. It may also be visible throughout their speaking.

Second, This kind of relaxation was seen and recorded as supporting data during and after speaking. According to the findings, some students used body movement approaches such as gesticulating, and moving their feet to reduce their anxiety when they were worried about their performance.

Extract 2

Researcher : Did you try to overcome your anxiety?
Apakah anda berusaha untuk mengatasi kecemasan anda?

Students : I try to suppress the fear or anxiety that I feel.
Saya berusaha kak untuk menekan rasa takut atau cemas yang saya rasakan

Researcher : What are your ways or strategies to overcome/suppress any anxiety that arises while speaking?
Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

Students : Emmm usually hold my head while scratching my head, or lean against the classroom wall, even sometimes moving my feet or hands.
Emmm biasanya pegang kepala sambil garauk-garuk kepala kak, atau sandar di dinding kelas, menggerakkan kaki atau tangan saya.

The quote above informs that shaking the body is one of the strategies to reduce anxiety when performing speaking, as stated by the

student that "*Hold my head while scratching my head, or lean against the classroom wall*" shaking the body is one of the strategies to cover up the anxiety or nervousness they feel when performing. Students use this method when they are frightened until they feel comfortable again. During the observation, the researcher also scratching her head, or lean against the classroom wall, saw numerous students who shook their bodies, hands, feet, or heads when spea Some pupils utilize this approach to conquer or minimize anxiety when they feel worried by closing their eyes for a time to contemplate.

Third, Some pupils utilize this approach to conquer or minimize anxiety when they feel worried by closing their eyes for a time to contemplate.

Extract 3

- Researcher : Did you feel shy during the speaking?
Apakah anda merasa malu ketika speaking berlangsung?
- Students : I am very shy, especially if there are many spectators.
Saaya sangat malu kak, apalagi kalau banyak penonton
- Researcher : What do you do when you feel shy during speaking?
Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?
- Students : When I am embarrassed, I usually cover my eyes with my hands or when I forget, I try to remember the material by closing my eyes.

Ketika saya malu, biasanya saya menutup mata dengan tangan atau ketika saya lupa, saya berusaha mengingat materinya dengan menutup mata.

According to the data shown above, shutting one's eyes is one technique/strategy for reducing students' performance anxiety. As stated, "I try to remember the material by closing my eyes" closing the eyelids assists to focus on what is done and considered. According to the student responses, some of them used the method to lessen their anxiety, and the anxiousness they felt did not harm or halt their performance. Closing one's eyes would assist students in locating an idea or content that had become lost when experiencing worry. Students said that shutting their eyes for a few moments was relieved their tension.

b. Self-confidence and positive thinking

Mental attitude that entails the act of absorbing positive ideas, phrases, and pictures for the growth of our minds is called mindset. Furthermore, this category is required to address our mental decline produced by worry. Students understand that thinking is necessary for action. So, if students have a good thinking perception, students was performed a nice thing, and if students have a terrible thinking perception, students will be weak in doing something. The closing

students' technique for lowering anxiety while speaking English performance was drawn from their positive thinking strategy.

Positive thinking technique was classified into numerous categories by the researcher after comparing the results of observation and interviews to the students' performance. These include self-assurance and optimistic thinking:

1) Self-Assurance

This method was inspired by the interview segment. This data discovered throughout the interview process may be viewed in the extraction as follows:

★ Extract 4

- Researcher : What makes you feel anxious when speaking?
Apa yang membuat anda merasa cemas pada saat melakukan speaking?
- Students : I'm afraid of forgetting what I would like to say
Saya takut lupa yang mau saya sampaikan
- Researcher : When you feel anxious during speaking, do you try to suppress your anxiety?
Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?
- Students : I try to suppress it, because if it's not suppressed, it will make our speaking messy.
Saya berusaha untuk menekannya kak, karena kalau misalnya tidak ditekan, akan membuat speaking kita berantakan

Researcher : What strategies do you use when you feel anxious when speaking?

Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

Students : Usually before my performance, I have to be confident first and always suggest myself to think positively so that our speaking is smooth even though there are still a few mistakes in terms of pronunciation. My way to be confident is to practice in front of the mirror so that I can think positively that I can do it.

Biasanya sebelum saya naik performance, saya harus percaya diri terlebih dahulu dan selalu sugesti diri untuk berpikir positif agar speaking kita lancar walaupun masih ada sedikit kesalahan dari segi pengucapannya. Cara saya agar bisa percaya diri adalah melakukan latihan di depan cermin agar saya bisa lebih berpikir positif bahwa saya bisa melakukannya.

According to the excerpt above, one of the students' strategies for reducing anxiety was to perform confidently, as a noted that "*I have to be confident first and always suggest myself to think positively. My way to be confident is to practice in front of the mirror so that I can think positively that I can do it*". The students indicated that confidence was necessary to combat the anxiousness or dread that they frequently felt in order to perform efficiently. The kids believe that they have the ability to do the performance. The confidence they acquire in their heads was

helped them perform more calmly. As a result, self-confidence is increasingly crucial in whatever we do to ensure that our activity runs well.

2) Optimistic Thinking

Based on observations and interviews with students, the researcher discovered that one of the tactics employed by students to reduce anxiety was to think positively.

According to the explanation of the above interviews, one of the strategies from a positive point of thinking in reducing anxiety level of students during anxious were thinking of something that could lead to inner motivation or inner capacity development so they could reduce their anxiety. Because when we always contemplate anything that will activate our self-motivation while we are feeling anxious, the uneasiness will naturally go.

c. Ignoring students

The conclusion of this research about the strategies used by students in reducing their anxiety is ignoring students. ignoring students is a way of understanding or looking for other objects or

assume that other students nothing di dalam kelas. From the results of this study found some students who used this strategy to reduce their anxiety, such as: avoid looking to the audience and regard the audience as puppets or ignored the audiences. Based on the findings from the student interviews, the researcher found that students who feel comfortable will find it easier to make self-suggestions in their performance when they assume that there is no one in front of them or assume that they are puppets. This is evident from the following excerpts of student responses:

Extract 5

★ Researcher : Are there any specific strategies that you employ to suppress your anxiety?

Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

Students : I usually think of the audience as puppets or statues, because when I ignore the audience, I will focus on what I am saying. Besides that, I also try not to look at the eyes of the audience because it can disturb my concentration, so I only look at the top of their heads.

Biasnya saya menganggap kalau audiens itu adalah boneka atau patung, Karena ketika saya mnegabaikan audience, saya akan fokus dengan apa

yang saya sampaikan. Selain itu, saya juga berusaha tidak melihat mata dari audience karena dapat mengganggu konsentrasi saya, jadi saya hanya melihat atas kepalanya.

Based on the results of the interview above, it shows that students also have a strategy, namely by assuming that there is no one in front of them or assuming that students are dolls, so anxiety when wrong words or others can be minimized.

d. Peer perception

Peer perception is a method of understanding or searching for other things and students in the classroom who appear to be at ease or pleased. According to the findings of this study, several students utilized this method to lessen their nervousness, such as: staring at familiar friends or the audience looking at the crowd and seeing the audience as puppets/ignoring the audiences.

Extract 6

Researcher : What do you do when these feelings of embarrassment arise during speaking?
Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

- Students : I try to remember the material because when a friend tries to interrupt me, I usually suddenly forget the material.
Saya berusaha fokus mengingat materi karena ketika ada teman yang berusaha mengganggu saya, biasanya tiba-tiba saya lupa materinya.
- Researcher : What strategies do you use when you suddenly forget your topic?
Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?
- Students : Trying to remember by asking my close friends about the text/material that I forgot.
Mencoba mengingat kembali dengan bertanya kepada teman dekat saya mengenai teks/materi yang saya lupa.

Based on the results presented above, it is possible to conclude that peer perception is one technique for reducing anxiety during the speaking performance. "*trying to remember by asking my close friends about the text/material that I forgot*" the students remarked in the interview. So that my speech runs smoothly again" when they were worried, they turned towards the audience or friends who like or are joyful so that it may motivate to continue enjoying and not forgot the material of speaking.

e. Self-Entertaining

Self-entertainment in the learning process is an action made to minimize anxiety that arises from conducting things in public, such

as fear, concern, nervousness, or feeling ashamed. Doing anything that might cause others to laugh is an activity that indirectly diverts the audience's attention, so the audience does not notice the speaker's uneasiness while performing the performance. As a result, we are no longer bound by perceived worry. The researcher discovered the student answer by observation and interview among the pupils, which can be seen clearly in the clip below.

Extract 7

Researcher : Have you studied, read or heard about coping strategies?

Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

Students : I have, I've read books about public speaking.

Pernah kak, saya pernah membaca buku tentang public speaking

Researcher : Are there any specific strategies that you apply to suppress your anxiety?

Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

Students : Actually it's not a strategy *kak*, I usually joke when I'm embarrassed or forget what I would like to say. It aims to make the speaking atmosphere not boring.

Sebenarnya bukan strategi kak, saya biasanya melawak ketika saya malu atau lupa apa yang saya

mau sampaikan. Hal itu bertujuan agar suasana speaking tidak membosankan

According to the description above, some ways for reducing student anxiety include doing something amusing or giving a hilarious speech that can delight both the speaker and the listener/audience during their performance. Students can entertain the audience by performing movements/actions as well as speeches or jokes before proceeding with the content. As stated by the student in the interview who attempted to be fanny, this demonstrates that by making funny movements or expressing jokes on the sidelines or as a transition to speaking performances, students' levels of anxiety when performing will be reduced, because these funny remarks or actions can distract listeners or dilute the class atmosphere.

f. Preparation

Preparation refers to efforts to mitigate imminent hazards by strengthening learning and study methods. As it focuses on the behavioral components of language acquisition that relate to good performance in the classroom, preparation may involve behavioral techniques. The implementation of these tactics is predicted to

promote students' subjective mastery of the subject matter and, as a result, reduce anxiety in the language classroom. So, preparation is the act or process of preparing for an event, exam, or assignment. Making notes or concepts based on the topic you would like to transmit is one of the things that is generally done in preparation so that before speaking in front of the class, you already have preparation in terms of concepts and ways of presenting them.

Extract 8

- Researcher : What kind of anxiety do you feel before speaking?
Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?
- Students : Groggy and cold sweat
Groggi dan keringat dingin kak
- Researcher : Do you try to overcome your anxiety?
Apakah anda berusaha untuk mengatasi kecemasan anda?
- Students : Yes, I tried to suppress or overcome the anxiety I felt because I had failed in English speaking before.
Iya kak, saya berusaha menekan atau mnegatasi kecemasan yang saya rasakan karena sebelum-sebelumnya saya pernah gagal dalam speaking bahasa Inggris.
- Researcher : What are your ways or strategies to overcome/suppress any anxiety that arises while speaking?

Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

Students : Before speaking in front of my friends, I make notes first. I make a concept so that my speculation can be directed. So, it makes me more prepared to speak and avoid fear.

Sebelum speaking di depan teman-teman, saya mmebuat catatan terlebih dahulu. Saya membuat konsep agar speaking saya bisa terarah. Sehingga, hal itu membuat saya lebih siap lagi untuk speaking dan terhindar dari rasa takut.

According to the data acquired, information was obtained from multiple informants that in easing nervousness in speaking English in class, they utilize the approach of writing tiny notes before they are required to perform in front of the class.

B. Discussions

A strategy is a method, approach, or series of procedures used by someone to improve, develop, or resolve their own activity. Given this, the last study goal was to identify the approach utilized by students to tackle their learning and teaching challenges. There were several earlier hypotheses describing the various types of learning and teaching practices.

The first is, I have read a research journal by Darmawati (2021). Some strategies that can be used by student according to research that has been done by the researches are; preparation, relaxation, self confidence, peer seeking, ignoring the audiences, and holding script in a paper or handphone.

The second is have read a research journal by Septiana and Agustina (2019). In specifically, it aimed to identify what factors that may contribute to anxiety in English learning environment based on the students perspectives. the result of the study showed that speaking in front of the class is dominant factor of student anxiety, then being laughed at by others, incomprehensible input, students beliefs about language learning, teacher personality and attitude, and lack of preparation were the six factors that may contribute to the students anxiety in learning English and there is most dominant factors influencing students in anxiety when learning English is the factors from the teacher and by the student.

The third that I have read research by Putra (2018). The results showed that the factor that most influenced students in speaking English in class 3E in third semester students of English Education Department of Muhammadiyah Makassar University became a motivational factor, the second was shyness, limited vocabulary, lack of confidence, lack of preparation, grammatical errors, friends/classmates, while fear of errors factor was the lowest factor experienced

by students of class 3E in third semester students of English Education Department of Muhammadiyah Makassar University.

The Fourth reserach that I have read by Indrianty (2016), The information was gathered through watching students interact in class and conducting interviews. To address the research topic, descriptive analysis and interpretation of the data were performed. Two conclusions linked to the study's research topics were found. Trait anxiety and state/situational anxiety were the first two categories of anxiety that were demonstrated. Second, communication anxiety, exam anxiety, and worry about receiving a bad grade were the three top sources of anxiety among the students in the English-speaking class. Additionally, as the results of the interviews showed, students' fear of speaking has been exacerbated by their limited vocabulary and lack of preparation. These results show that in order to motivate students to speak up boldly and clearly in an English-speaking class, the teacher should be more cognizant of their nervousness. As a result, educators are recommended to exercise some creativity in developing better methods that can motivate kids to speak up more.

As a result, this study finished with citations from those sources. Some of the references above discussed theories or strategies for minimizing or overcoming learning anxiety. Thus, this research revealed some alternative techniques that

were conducted from the students' direct practice in their speaking English performance in the classroom, despite the fact that there were some other strategies that were the same as Darmawati (2021). This study's findings revealed the conclusion of interview data on the tactics employed by students to lessen their nervousness during speaking English performance. The researcher categorizes some strategies used by students to reduce their anxiety in speaking English performance in the previous discussion section of this research, such as calm down or relax, self-confidence and positive thinking, ignoring students, peer perception, self-entertaining and preparation.

1. Calm down or relax

Relaxation technique is one of the pillars of anxiety treatment. However, if we do not make time to do these activities, we are unlikely to succeed. Relaxing may be a powerful stress reliever that benefits our mind, body, and soul. The study discovered different forms of relaxation employed by students based on the data collected. These are: deep breathing, shaking the body, and closing the eyes.

2. Self-confidence and positive thinking

This category is required to address our mental decline induced by anxiety. We recognize that thinking is necessary for action. So, if we have a good thinking perception, we will do something nice, and if we have a terrible thinking

perception, we will do something awful. The conclusion students' method for lowering anxiety while speaking English performance was positive thinking. Positive thinking method was classified into numerous categories by the researcher, ranging from concluding the results of observation and interviews to the students' performance. These are as follows: self-assured and a participant in the learning process

3. Ignoring students

Ignoring or disregarding the audience during a speaking presentation may help to alleviate anxiousness. Some students attempted to avoid looking at their classmates' faces or eyes while speaking English in class. When students speak English in front of their peers, they do not pay attention to the audience's responses. When performing public speaking in the classroom, some pupils look towards the door or window side.

4. Peer perception

The researcher's findings on the tactics utilized by students to overcome their nervousness was dubbed peer perception. Peer perception is a method of comprehending or searching for other students who appear to be at ease or joyful in class and/or assuming that other students/audience investigated nothing, as in a

presentation or seminar. According to the findings of this study, some students employ this method to lessen their anxiety, such as: staring at the comfy

5. Self-entertaining

Self-entertainment in the learning process is an action used to overcome anxiety that arises from conducting things in public, such as fear, concern, nervousness, or feeling ashamed. Doing anything that can cause laughter is an action that indirectly diverts the attention of others so that they do not notice the tension that we have when performing. As a consequence, we are no longer stuck in our imagined worry.

6. Preparation.

Making thorough preparation before performing in English is one approach for overcoming fear when speaking. The term "preparation" refers to efforts to control an oncoming threat through strengthening learning and study practices. Because it focuses on behavioral components of language acquisition that are related to good performance in class, preparation might be considered a behavioral approach. The use of these tactics is predicted to raise students' subjectively judged knowledge of the subject matter and, as a result, reduce anxiety associated with language class. So, preparation is the activity or process of preparing for a specific event, exam, or obligation. One of the typical item of preparation are: Making

notes or concepts based on the topic you would like to transmit is one of the things that is generally done in preparation so that before speaking in front of the class, you already have preparation in terms of concepts and ways of presenting them.



CHAPTER V

CONCLUTIONS AND SUGGESTIONS

This chapter is divided into two sections: the first deals with the conclusion, and the second with suggestions.

A. Conclusions

Based on the data and discussions in the preceding chapter, it is determined that there were six anxiety strategies used by students in the XI IPA grade of SMAN 13 Sinjai. Based on the results of the observations and interviews conducted, the researcher classified six categories regarding the strategies used by the students to reduce their anxiety in speaking English. These strategies are calm down or relax, self-confidence and positive thinking, ignoring students, peer perception, self-entertaining and preparation.

B. Suggestions

The researcher suggests the following inference and recommendation for more relevant study based on the results presented above. These proposals are as follows:

1. For Teachers

This research will be used as a guide to improve the teaching and learning environment. Given this, the teacher should recognize and anticipate fear in all situations. Knowing the many sorts of anxiety that students experience, they should be able to devise their own approach to lessen their anxiety, resulting in ideal performance.

2. For Students

All students are required to understand and be aware of the variations in their peers' anxiety, where anxiety can have an impact on the learning process, particularly in speaking and classroom performance. As a result, the students will be aware of the consequences of worry on their ability to accomplish. As a consequence, the student should prepare for the negative impacts of worry and then encourage themselves to do things more effectively in order to reach their goals.

3. For Further Researcher

The researcher hopes that this study can be useful for further researchers and can be used as a reference in finding out the challenges of solutions and strategies in the process of learning English, especially in speaking English. Other study is needed to investigate other factors

associated to anxiety situations. This study should be undertaken across a wide variety of time intervals or until a saturated result is obtained.



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Appendix 1

INSTRUMENT OF INTERVIEW

No	Category		Questions number
1	Symptoms of anxiety	Worry	1-5
		Nervous	6-10
		Fear	11 dan 12
		Shame	13 dan 14
2	Effect of anxiety	Decrease in Mastery the Material	15
		Forgetting the Material or Blank	16
		Less of Eloquence/C oncentration	17
		Unsatisfactory Achievement	18

(Asmin, 2018)

Appendix 2

INTERVIEW PROTOKOL

1. Apakah anda merasa cemas ketika anda ingin melakukan speaking?
2. Apa yang membuat anda merasa cemas pada saat melakukan speaking?
3. Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?
4. Perasaan cemas yang seperti apa yang anda rasakan?
5. Strategi apa yang anda lakukan ketika merasa cemas saat speaking?
6. Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?
7. Apakah anda berusaha untuk mengatasi kecemasan anda?
8. Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?
9. Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?
10. Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?
11. Apakah rasa takut merupakan salah satu yang anda rasakan?
12. Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?
13. Apakah anda merasa malu ketika speaking berlangsung?
14. Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

15. Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?
16. Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?
17. Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?
18. Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?



Appendix 3

OBSERVATIONS CHECKLIST

No	Aspects	Yes	No
1	Students are reluctant to start the performance		
2	Students seemed to wipe sweat at the beginning of performance		
3	Students looked blushed		
4	Pointing a friend before starting a performance		
5	Doing other activities before speaking performance		
6	Wiping the hair / scratching the head		
7	Leaning both palms behind the wall then resting on it.		
8	Have the other students move to not pay attention to him/her when performance		
9	Looks tense		
10	Silent and bow before speaking		
11	Frequently looking down and looking up		
12	Looks like do not mastering the material		
13	often looking up or sideways in the window		
14	Nervous in speaking		

15	Looks stammered in speaking		
16	The Performance is quite short		
17	Confused about what to say		



Appendix 4

Subject	Field Notes
Strategy to reduce the anxiety	1. Students are reluctant to start the performance
	2. Students looked blushed
	3. Pointing a friend before starting a performance
	4. Doing other activities before speaking performance (make notes)
	5. Wiping the hair / scratching the head
	6. Leaning both palms behind the wall then resting on it.
	7. Silent and bow before speaking
	8. Frequently looking down and looking up
	9. Looks like do not mastering the material
	10. Often looking up or sideways in the window
	11. Nervous in speaking
	12. Looks stammered in speaking
	13. Confused about what to say

Appendix 5

Data Display

No	Category			Result of Code
1	Strategy of Anxiety	Relaxations	Taking Breath Deeply	<p>R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?</p> <p>S: Emmm iye, saya mencoba untuk menekan kecemasaku.</p> <p>R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?</p> <p>S: Kalau saya pribadi, harus relax dengan tarik nafas dalam-dalam kak agar saya bisa sedikit tenang.</p>
			Shaking the Body	<p>R: Apakah anda berusaha untuk mengatasi kecemasan anda?</p> <p>S: Saya berusaha kak untuk menekan rasa takut atau cemas yang saya rasakan</p> <p>R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?</p> <p>S: Emmm biasanya pegang kepala sambil garauk-garuk kepala kak, atau sandar di dinding kelas.</p>

		Closing The Eyes	<p>R: Apakah anda merasa malu ketika speaking berlangsung?</p> <p>S: Saaya sangat malu kak, apalagi kalau banyak penonton</p> <p>R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?</p> <p>S: Ketika saya malu, biasanya saya menutup mata dengan tangan atau ketika saya lupa, saya berusaha mengingat materinya dengan menutup mata.</p>
2		Self Confidence and Positive Thinking	<p>R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?</p> <p>S: Saya takut lupa yang mau saya sampaikan</p> <p>R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?</p> <p>S: Saya berusaha untuk menekannya kak, karena kalau misalnya tidak ditekan, akan membuat speaking kita berantakan</p> <p>R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?</p> <p>S: Biasanya sebelum saya naik performance, saya harus percaya diri terlebih dahulu dan selalu sugesti diri untuk berpikir positif agar speaking kita lancar walaupun masih ada sedikit kesalahan dari segi pengucapannya.</p>
3		Peer Perception	<p>R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?</p>

			<p>S: Saya berusaha fokus mengingat materi karena ketika ada teman yang berusaha mengganggu saya, biasanya tiba-tiba saya lupa materinya.</p> <p>19. Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?</p> <p>Mencoba mengingat kembali dengan bertanya kepada teman dekat saya mengenai teks/materi yang saya lupa.</p>
4		Ignoring Audiences	<p>R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?</p> <p>S: Biasanya saya menganggap kalau audiens itu adalah boneka atau patung, Karena ketika saya mengabaikan audience, saya akan fokus dengan apa yang saya sampaikan.</p> <p>Selain itu, saya juga berusaha tidak melihat mata dari audience karena dapat mengganggu konsentrasi saya, jadi saya hanya melihat atas kepalanya.</p>
5		Self-Entertaining	<p>R: Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?</p> <p>S: Pernah kak, saya pernah membaca buku tentang public speaking</p> <p>R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?</p>

			<p>S: Sebenarnya bukan strategi kak, saya biasanya melawak ketika saya malu atau lupa apa yang saya mau sampaikan. Hal itu bertujuan agar suasana speaking tidak membosankan</p>
6		<p>Preparation</p>	<p>R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?</p> <p>S: Grogi dan keringat dingin kak</p> <p>R: Apakah anda berusaha untuk mengatasi kecemasan anda?</p> <p>S: Iya kak, saya berusaha menekan atau mengatasi kecemasan yang saya rasakan karena sebelum-sebelumnya saya pernah gagal dalam speaking bahasa Inggris.</p> <p>R: Seperti apa cara atau strategi anda untuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?</p> <p>S: Sebelum speaking di depan teman-teman, saya membuat catatan terlebih dahulu. Saya membuat konsep agar speaking saya bisa terarah. Sehingga, hal itu membuat saya lebih siap lagi untuk speaking dan terhindar dari rasa takut.</p>

APPENDIX 6

TRANSCRIPT OF INTERVIEWS RECORDING

Transscript 1

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Dibawa tapi saya menggunakan menggunakan trik itu supaya tidak cuma sih mereka berpikir dengan gerak tangan juga supaya penonton di bawah itu tidak tahu bilang saya cuma padahal sebenarnya saya cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Sebenarnya yang membuat saya masih Ketika saya berhadapan dengan orang-orang penting apalagi ketika yang saya hadapi itu adalah orang-orang yang memahami materi atau apapun yang ingin saya presentasikan tetapi Ketika saya berhadapan dengan seseorang yang tidak terlalu paham akan materi saya saya merasa tidak cemas karena saya menguasai materinya

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Biasanya orang menekankan yang mencari kata-kata yang bisa ditekan dari nada suaranya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Emmm saya merasa Degdegan, gemetar dan mau cepat-cemas selesai

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Saya lebih menekankan pada beberapa poin misalnya ada beberapa poin yang harus menggunakan gerakan tangan ada di situ yang gerakan tanganku mulai kucari Oh seperti ini supaya saya tidak terlalu cemas dan juga mungkin bisa nada-nada yang kayak nada-nada yang cepat di beberapa point tertentu dan bisa memainkan kaki

- R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?
- S: Sebelumnya sebelum naik ke atas takut lupa materi pastinya terus kaya identifikasi yang biasa sekali itu kayak kencing
- R: Apakah anda berusaha untuk mengatasi kecemasan anda?
- S: Pastinya berusaha untuk memikirkan topik yang berkaitan dengan topik yang saya bawakan
- R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?
- S: Kalau saya sendiri tidak ada itu mungkin beberapa kayak gitu dan media sosial lainnya seperti tik tok pernah terdengar cuman kan kecemasan orang dan triknya itu berbeda-beda jadi saya tidak mau terlalu mempelajari cara orang lain karena setiap orang memiliki caranya sendiri
- R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?
- S: Jarang pernah apalagi baca materi 5 menit karena kapan-kapan kita pelajari terus biasa orang bilang kalau soal dipelajari itu semakin bisa tapi kalau saya sendiri makin sayapelajari apalagi 5 menit sebelum naik dia langsung lupa dan saya orangnya kalau ditanya saya tidak mau atur strategi karena Kapan saya atur strategi bakalan ribet kalau langsung ditanya saya langsung mendengarkan kata-kata dengan cepat karena itu langsung ada di pikiran saya dan kayak mulut itu belum selesai ceritanya lagi kupikir kak
- R: Apakah rasa takut merupakan salah satu yang anda rasakan?
- S: Kalau saya, rasa takut itu kurang tetapi yang ada adlaha rasa penasaran. Saya penasaran apakah saya ada perubahan dari speaking sebelumnya atau tidak
- R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?
- S: Saya bisa mnegajak komunikasi para audiens atau penonton tentang diluar dari pada materi yang saya presentasikan, misalnya “apakah masih semangat hari ini?”

karena kalau misalnya saya banyak bilang aaa eee pastinya penonton akan memandang saya bahwa tidak percaya diri dengan apa yang saya bawa

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Sebenarnya malu itu tidak terlalu saya rasakan karena saya berpikir bahwa saya ini mempunyai kesempatan yang besar bisa melatih diri saya berkomunikasi kepada orang mau salah atau tidaknya kan orang tidak tahu apa yang ingin saya katakan apa yang ingin saya sampaikan yang penting saya bisa kelihatan percaya diri.

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Pada saat saya rasa malu di situ nanti saya akan sedikit bercanda supaya penonton bisa terata tapi bukan yang terbahak-bahak agar materi yang saya sampaikan tidak membuat mereka bosan

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Pengaruh kecemasan itu sangat besar terhadap penonton, karena hal itu bisa membuat mereka tidak yakin atau percaya terhadap apa yang kita sampaikan

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Seperti berinteraksi kepada penonton

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Itu dapat dikondisikan dengan siapa audiens atau penonton kita

S: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

R: Menurut saya, strategi yang digunakan itu penting tetapi ketika kita mencontoh strategi milik orang lain, pasti ada juga strategi yang tidak cocok dengan kita karena yang bisa menentukan strategi yang digunakan adalah diri sendiri

Transscript 2

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye kak, saya cemas.

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Emmmm, takut, malu-malu

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Emmm biasa ku pegang terus tanganku kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Emmmm.. Gegdegan dan panik

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Emmmm Bepikir dulu kak

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Eeeee panik kak

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye kak

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: **Berpikir sambil menggerakkan tangan kak**

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: **Menggerakkan tangan saja kak**

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Emmmmm disitu saya mulai berpikir dan degdegan kak

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Saya berusaha fokus mengingat materi karena ketika ada teman yang berusaha mengganggu saya, biasanya tiba-tiba saya lupa materinya.

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar pengaruhnya

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

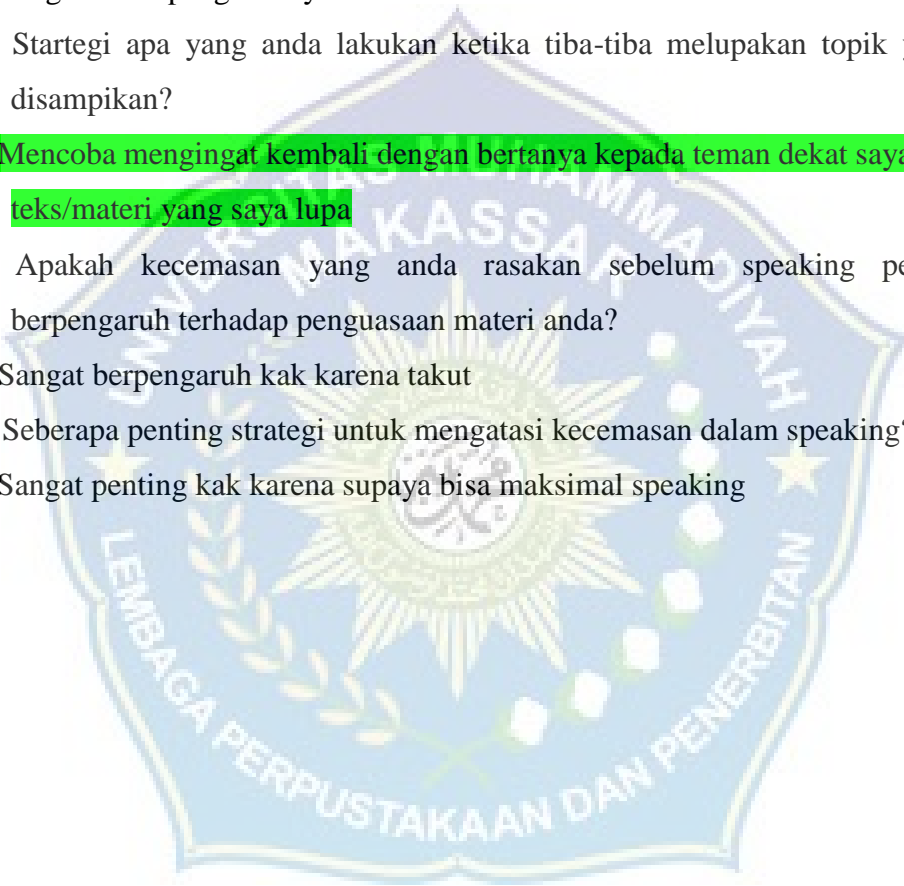
S: Mencoba mengingat kembali dengan bertanya kepada teman dekat saya mengenai teks/materi yang saya lupa

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sangat berpengaruh kak karena takut

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting kak karena supaya bisa maksimal speaking



Transscript 3

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Emmm iya kak, saya merasa cemas.

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Saya biasanya malu-malu berbicara

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye, saya mencoba menekan rasa cemas itu

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Saya merasa takut melihat orang banyak

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Berusaha untuk mengalihkan pandangan atau tidak melihat penonton atau audience kak

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Kecemasan yang saya rasakan biasanya keringat dingin kak sambil tangan tiba-tiba basah

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya, saya berusaha mnegatasi

R: Seperti apa cara atau strategi anda auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Saya biasanya menggerakkan tangan, gerakan kaki dan bahkan juga biasanya menggaruk-garuk kepala ketika bingung yang ingin disampaikan selanjutnya

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Biasanya saya mengalihkan pandangan dengan melihat keatas saat berpikir atau melihat atas kepalanya agar konsentrasi saya tetap terjaga

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Biasanya pegang kepala

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Kalau speaking saya buruk, saya malu-malu kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Tertunduk kak

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar pengaruhnya

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Mengulang kak

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Tentu saja sangat berpengaruh kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting untuk melancarkan speaking

Transscript 4

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya kak, saya merasa cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Saya biasanya malu-malu

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Saya merasa keringat dingin dan gemetaran kak

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: **Tarik nafas dalam-dalam dulu kak lalu berbicara**

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Groggi dan keringat dingin kak

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Berusaha kak

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: **Menggerakkan tangan supaya tidak grogi**, namun saya total pernah membaca atau mendengar strategi untuk mengatasi kecemasan kak

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada strategi khsus

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: **Tarik nafas agar tenang kak**, lalu berusaha mengingat yang ingin disampaikan

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya, merasa malu.

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: **Melawan rasa malu dengan cara bercanda atau melucu kepada penonotn**

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar sekali kak

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Mencoba mnegingat kembali kak

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Emmm... kadang-kadang kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Penting agar speaking tetap lancar

Transscript 5

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Pernah kak

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Emmm... Gugup di depan umum kak

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Kayak gugup tidak bisa berbicara

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Eeee bergerak kak, menggerakkan badan

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S:

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya Berusaha kak

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Berlatih terus kak, dan pernah membaca strategi mengatasi kecemasan

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Berlatih di depan cermin kak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Mengulangi materi tersebut

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya Kadang kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Saya berusaha untuk percaya diri dan berpikir positif kak

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar pengaruhnya kak

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

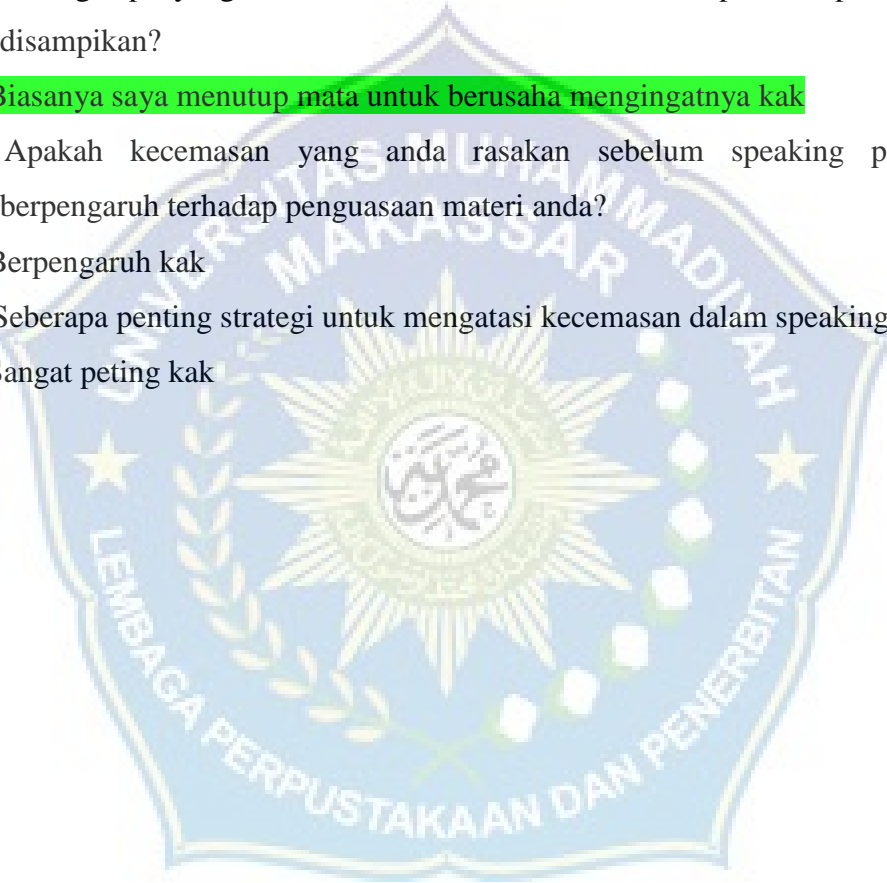
S: Biasanya saya menutup mata untuk berusaha mengingatnya kak

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Berpengaruh kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting kak



Transscript 6

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Sedikit cemas kak

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Heemmmm takut

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Takut menyampaikan materi yg ingin dibawakan kak

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Eeeeeeeetarik nafas agar tidak tegang dan degdegan

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Deg-degan

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye kak

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Tarik nafas supaya tidak cemas, Pernah kak membaca strategi

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada kak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha untuk bertanya kepada teman sebaya kak

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Berusaha tidak malu-malu dan harus mempersiapkan materi yang ingin disampaikan agar lebih percaya diri

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar pengaruhnya

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

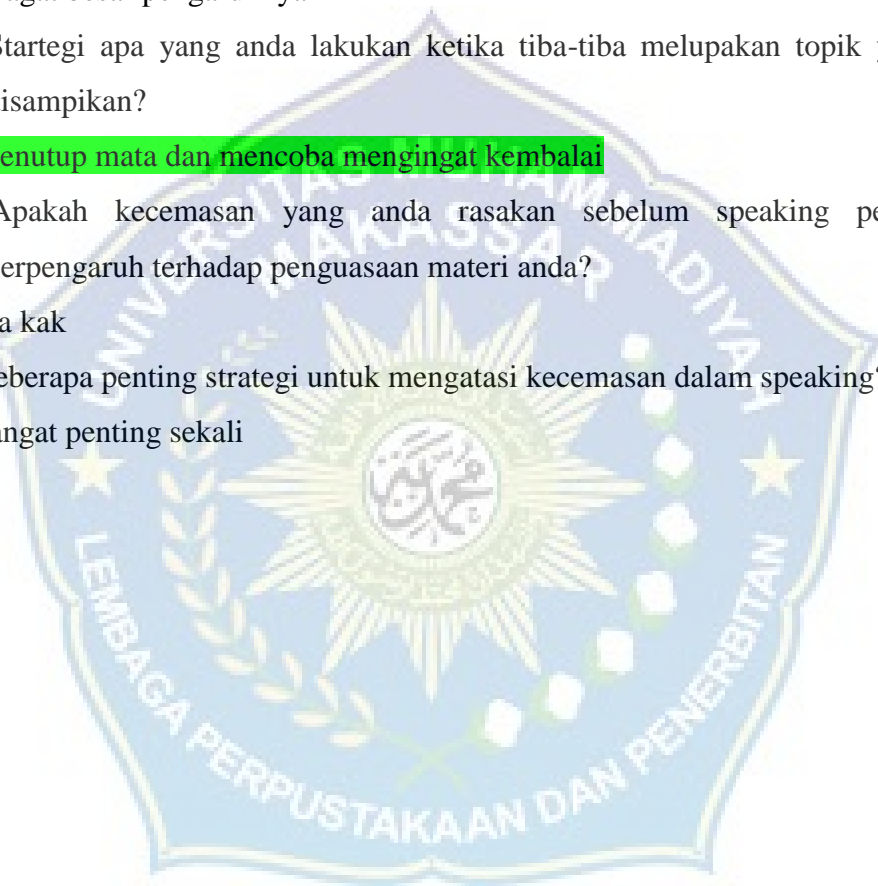
S: Menutup mata dan mencoba mengingat kembali

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iya kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting sekali



Transscript 7

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya kak, kadang ragu-ragu dan takut

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Merasa gugup, takut berhadapan dnegan orang

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Takut dan ragu-ragu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S:

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Takut salah di depan banyak orang

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya, saya berusaha

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Meyakinkan diri agar tidak takut salah dan mempersiapkan materi terlebih dahulu sebelum spekiang, saya sering membaca buku dan di media sosial

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Saya mengulangi yang say akatakan sebelumnya dan mencoba mengingat kembali

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya saya merasa malu

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mencoba mengumpulkan keberanian diri dan berpikir positif kalau saya bisa melakukannya

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: 50%

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

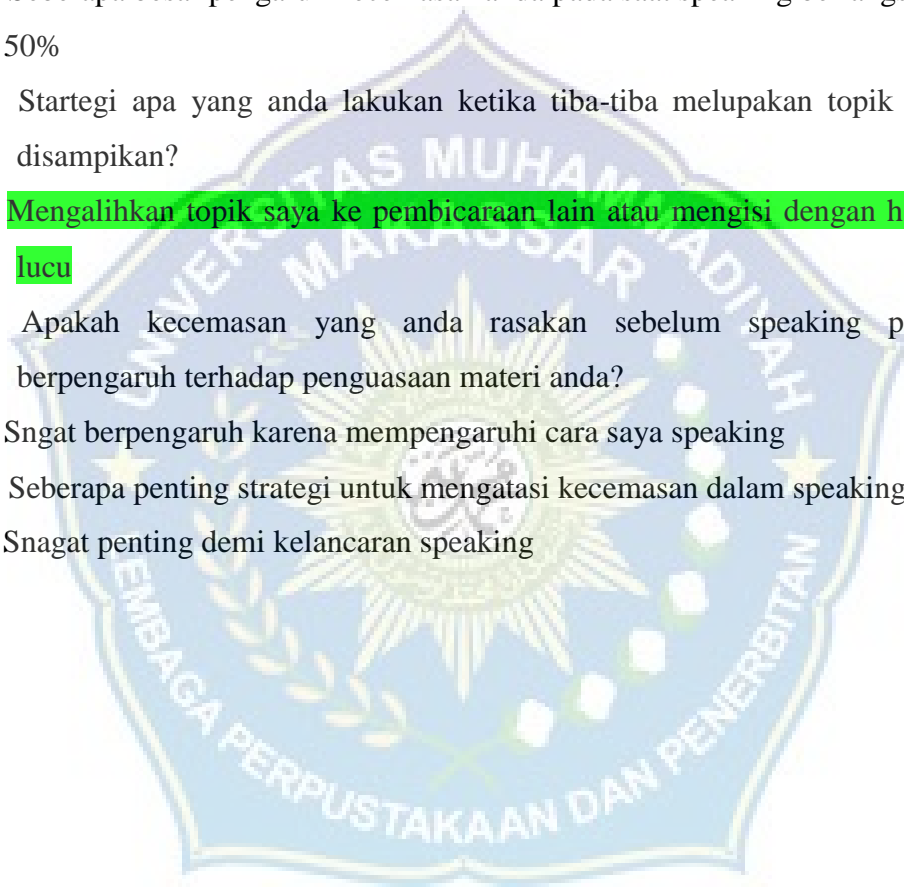
S: Mengalihkan topik saya ke pembicaraan lain atau mengisi dengan hal-hal yang lucu

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sngat berpengaruh karena mempengaruhi cara saya speaking

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Snagat penting demi kelancaran speaking



Transscript 8

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Emmmm banyak orang

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Tidak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Emmmm malu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Berusaha tenang

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Malu-malu

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya kak

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Berusaha untuk tetap tenang, say ajuga pernah membaca startegi-strategi

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Biasanya saya menganggap kalau audiens itu adalah boneka atau patung, Karena ketika saya mnegabaikan audience, saya akan fokus dengan apa yang saya sampaikan. Selain tiu, saya juga berusaha tidak melihat mata dari audience karena dapat mengganggu konsentrasi saya, jadi saya hanya melihat atas kepalanya.

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iyaa

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Bertanya kepada teman

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Maluu

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Berusaha menutupinya misalnya menutup mata sambil mengingt kembali materi

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar pengaruhnya

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

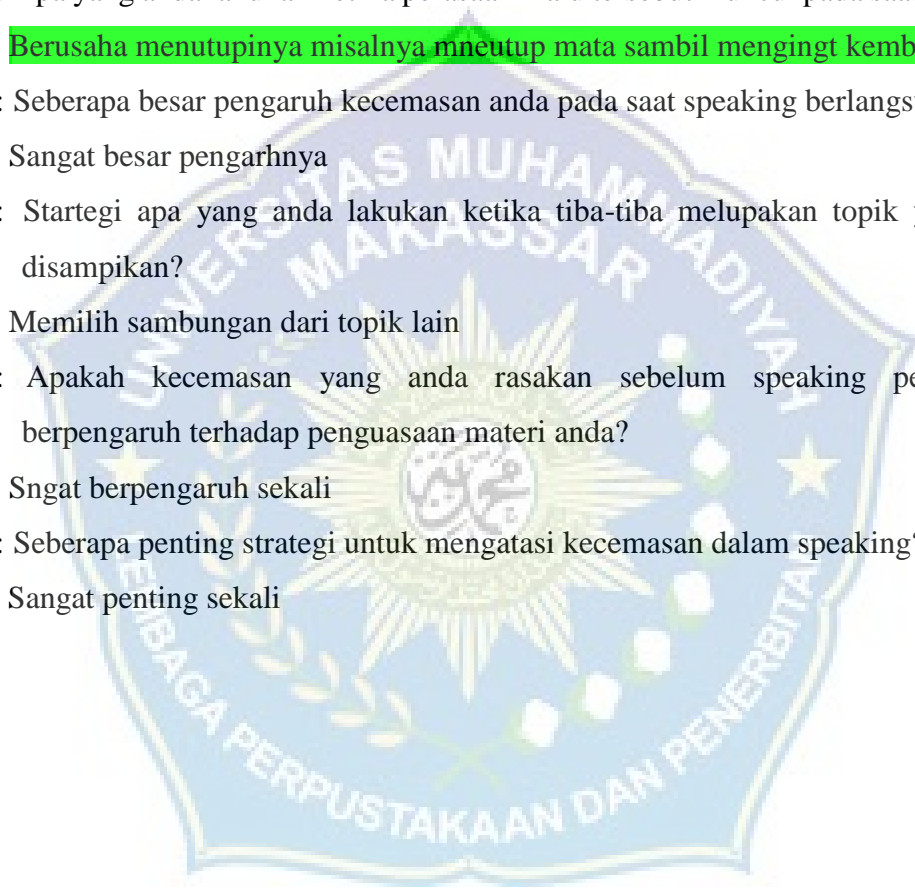
S: Memilih sambungan dari topik lain

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sngat berpengaruh sekali

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting sekali



Transscript 9

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Ragu dan takut salah

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Berusaha berpikir positif

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Tremor

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Tarik nafas sedalam-dalamnya

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S:

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Berusaha untuk mengatasi

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Berusaha berpikir positif, dan pernah membaca dan mendengarkan di google

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Pikiran kosong

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Berusaha melakukan sampai selesai walaupun

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

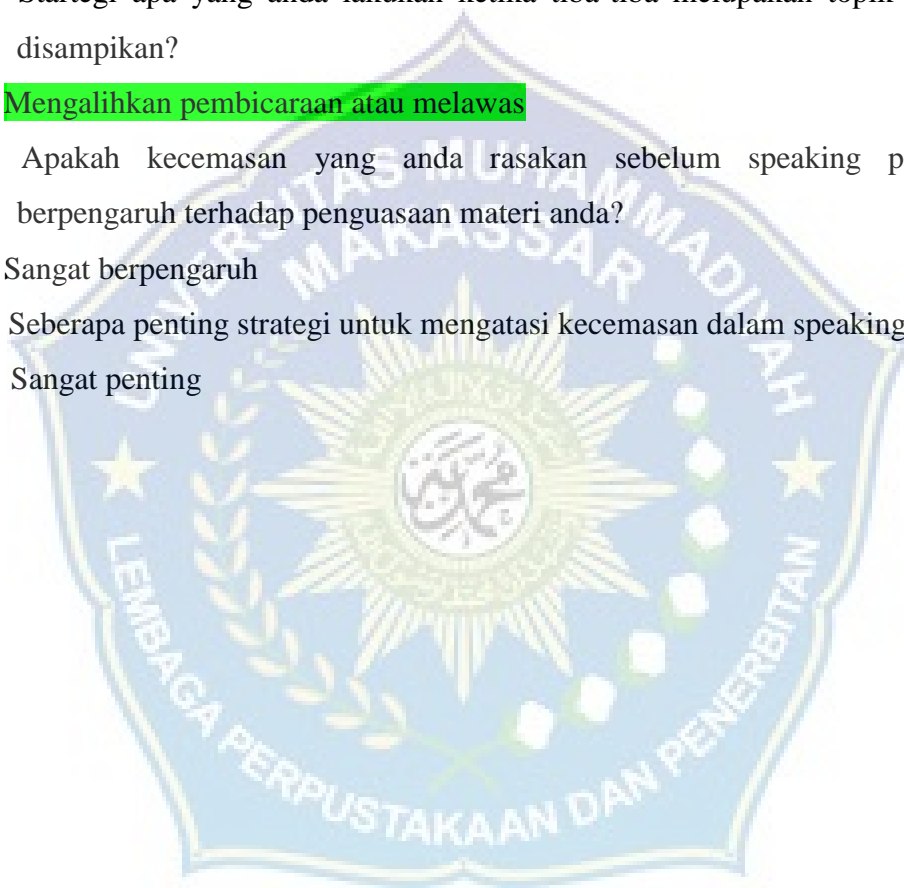
S: Mengalihkan pembicaraan atau melawas

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sangat berpengaruh

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transscript 10

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya sayang cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Biasanya takut salah

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Deg-degan

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Biasanya disertai dengan gerakan-gerakan

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Keringat dingin

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Biasanya rajin latihan berbicara bahasa inggris agar tidak cemas saat speaking atau menyiapkan teks terlebih dahulu

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha untuk mengingat kembali

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Kadang-kadang

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mencoba menatap mata yang audience

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat berpengaruh

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Mencoba mengingat kembali

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iya

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transscript 11

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut *ji*

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Sepertiii treemorr gugup dan rasa ingin tertawa terus

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Tidak melihat mata teman

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Deg-degan

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Berusaha mengatasi

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Melatih diri berbicara di depan umum

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha untuk mengingat kembali

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Malu

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengalihkan perhatian

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Tidak terllu berpengaruh

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Berusaha mengingat materi

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Berprngaruh

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transscript 12

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya saya merasa cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Cemas terhadap tanggapan orang-orang dan kurang percaya diri

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya saya mencoba menekan rasa cemas itu

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Gemetaran

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Mwnngerakan anggota tangan, kaki, kepala

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Gemetar

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: eeeee tad

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Mnegalihkan topik atau membuat lawakan

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Berinteraksi dengan penonton

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

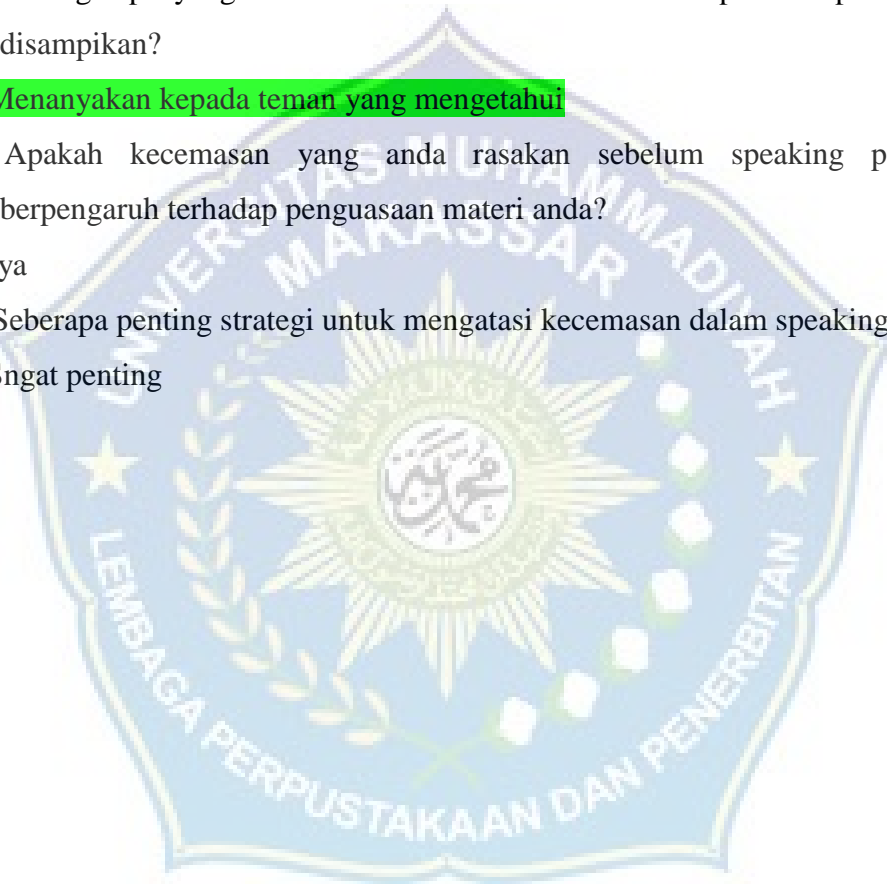
S: Menanyakan kepada teman yang mengetahui

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iya

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transscript 13

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Kurang percaya diri

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: eeee takut ditertawakan

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Menggerakkan tangan atau kaki

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Tiba-tiba dingoon

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Emmm kayak, menyampaikan langsung yg ingin disampaikan

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S:

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Meminta tolong kepada teman

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Ketawa=ketawa sendiri

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: 80%

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Meminta izin apakah bisa melihat kembali di buku

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Berpengaruh kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting karena perlu adanya kesiapan sebelum speaking



Transscript 14

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Merasa cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut melakukan kesalahan

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Emmm iye, saya mencoba untuk menekan kecemasanku

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Keringat dingin atau grogi

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Kalau saya pribadi, harus relax dengan tarik nafas dalam-dalam kak agar saya bisa sedikit tenang.

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Pikiran negatif karena nanti ditertawakan teman

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye saya berusaha

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?

S: ketawa supaya rileks

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Bertanya kembali kepada audience

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Iye malu kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Memikirkan hal – hal yang positif

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

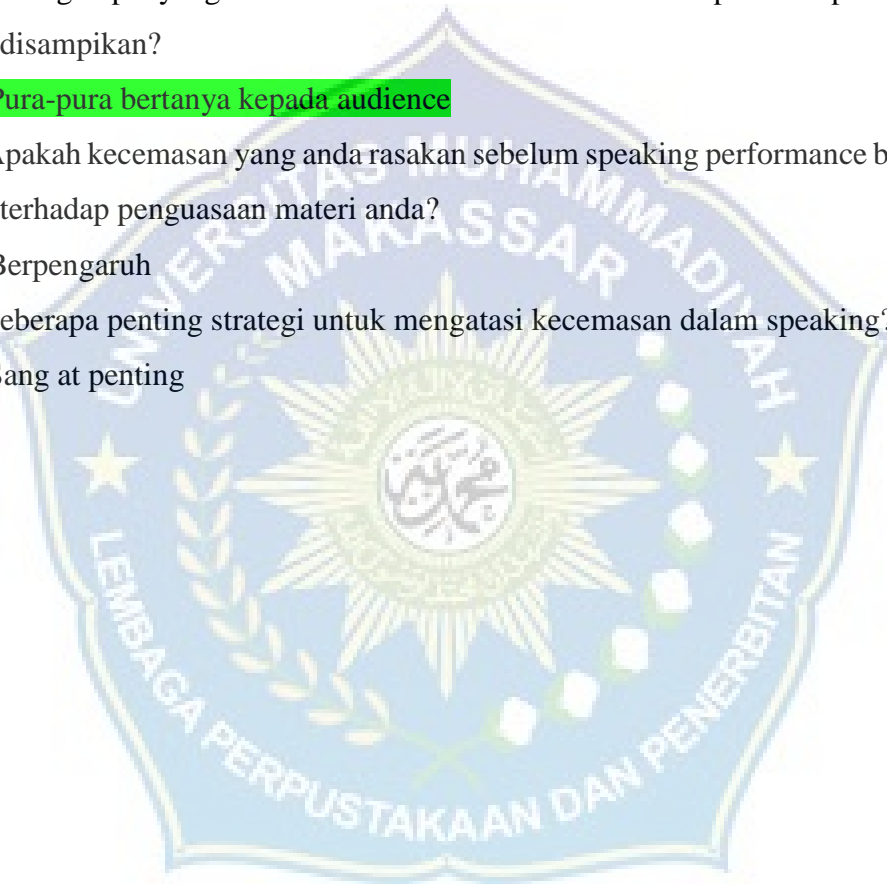
S: Pura-pura bertanya kepada audience

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Berpengaruh

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transscript 15

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Audience yang banyak kak

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Deg degan dan takut

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: **Bisanya supaya tenang itu, gerakan tangan kak**

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Takut

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: **Tidak melihat audience atau mengalihkan pandangan** , pernah di Tiktok

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak kak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha mengingat

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iye kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Berusaha untuk tidak melihat audience

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Berusaha mengingatnya kembali

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iye kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: penting



Transscript 16

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye saya cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Grogi

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya saya berusaha menekannya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Malu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: **Tarik nafas dalam-dalam kak**

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Takut

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Saya berusaha kak untuk menekan rasa takut atau cemas yang saya rasakan

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?

S: **Emmm biasanya pegang kepala sambil garauk-garuk kepala kak, atau sandar di dinding kelas, menggerakkan kaki atau tangan saya.**

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha mengingatnya kembali

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Iye

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Menunduk

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Mengalihkan perhatian

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S:

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S:



Transscript 17

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Tatapan dari audience

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Takut salah

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Menggerak-gerakkan kaki kak

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Deg degan kak

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya kak

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: Biasanya saya mempersiapkan terlebih dahulu apa yang ingin saya sampaikan

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Mencoba untuk mengingatnya

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Menghindari

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Mencoba mengingatnya

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iya kak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transcript 18

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Gugup

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Gemetaran

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Mengalihkan perhatian

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Grogi dan keringat dingin kak

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya kak, saya berusaha menekan atau mnegatasi kecemasan yang saya rasakan karena sebelum-sebelumnya saya pernah gagal dalam speaking bahasa Inggris.

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: Sebelum speaking di depan teman-teman, saya kadang membuat catatan terlebih dahulu. Saya membuat konsep agar speking saya bisa terarah. Sehingga, hal itu membuat saya lebih siap lagi untuk speaking dan terhindar dari rasa takut.

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak kak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Tidak ada

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Merasa malu

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Tidak bertatap mata

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar

R:Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

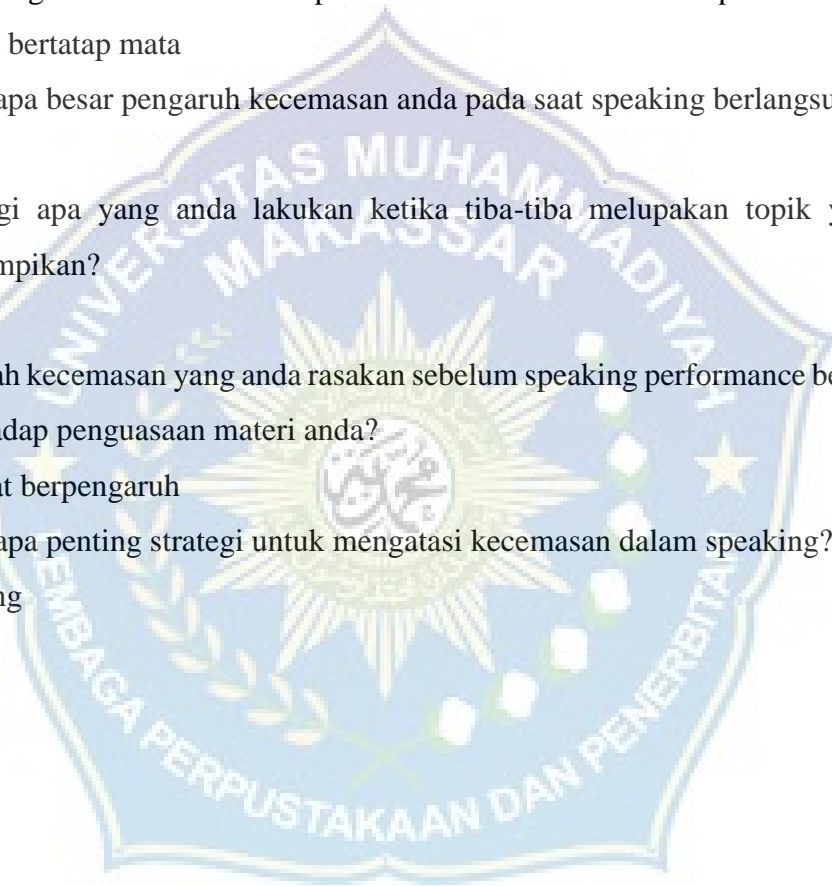
S: Diam

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sangat berpengaruh

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Penting



Transscript 19

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Tidak

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Malu

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Tidak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Malu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Tidak ada

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Khawatir

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Tidak

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Tidak melihat teman, Tidak

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Tidak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Minum

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Malu

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Tidak melihat teman

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Tidak besar

R:Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

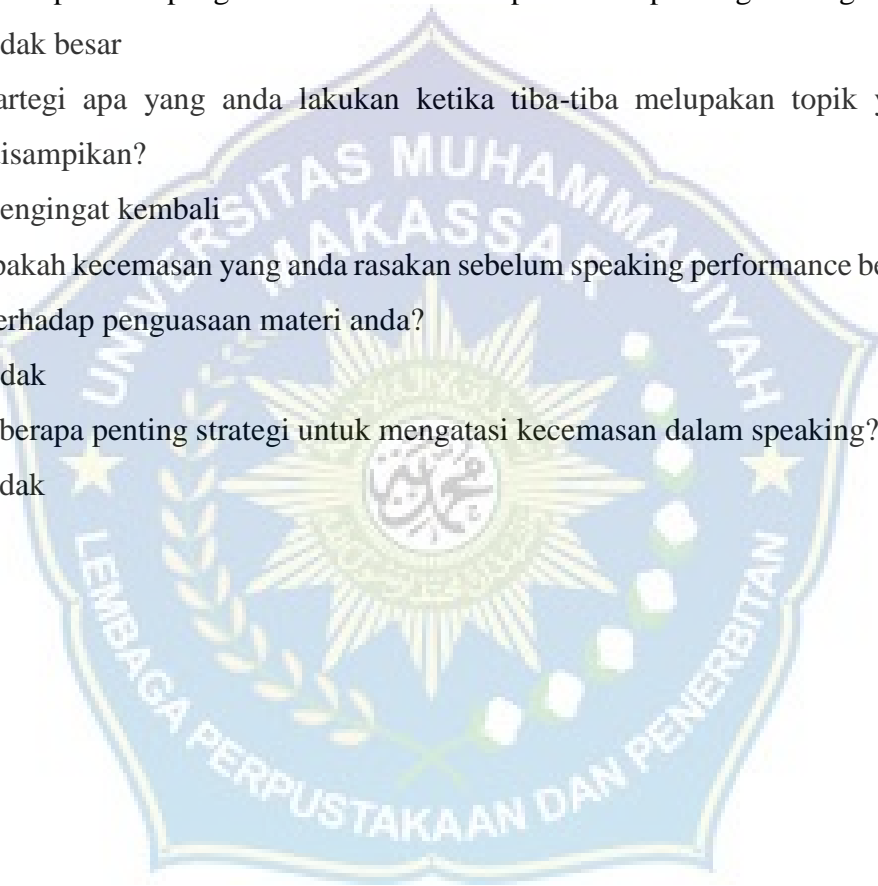
S: Mengingat kembali

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Tidak

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Tidak



Transscript 20

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Ragu – ragu

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya, saya berusaha menekannya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Takut

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Menggerakkan tangan

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Takut di ketawai sama orang

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: Mengerakkan tangan

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Emmm biasanya saya menutup mata dan berusaha mengingat materinya kak

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Iya

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengatur nafas

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: 80%

R:Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

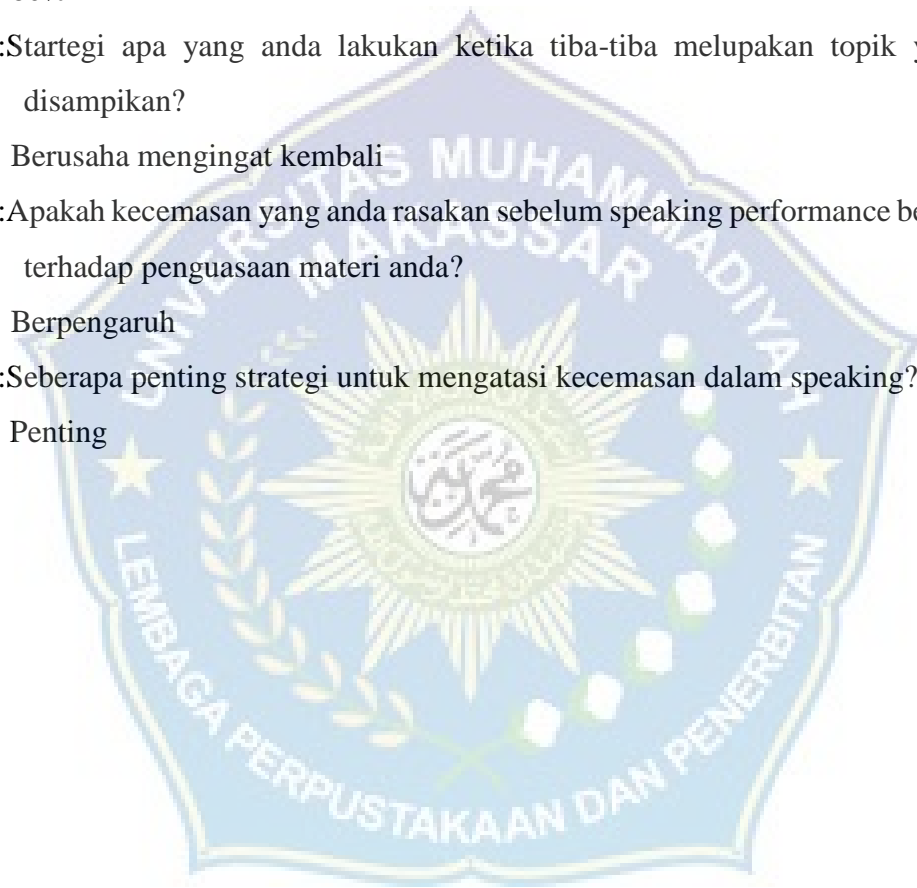
S: Berusaha mengingat kembali

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Berpengaruh

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Penting



Transscript 21

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya kak

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut salah ucap

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya say berusaha menekann kecemasan yang saya rasa

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Tertekan

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: **Berpikir positif**

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Ragu dan takut

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye kak

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: Memikirkan sembarang,

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidk ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Bertanya ulang

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Saaya sangat malu kak, apalagi kalau banyak penonton

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Ketika saya malu, biasanya saya menutup mata dengan tangan atau ketika saya lupa, saya berusaha mengingat materinya dengan menutup mata

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar

R:Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

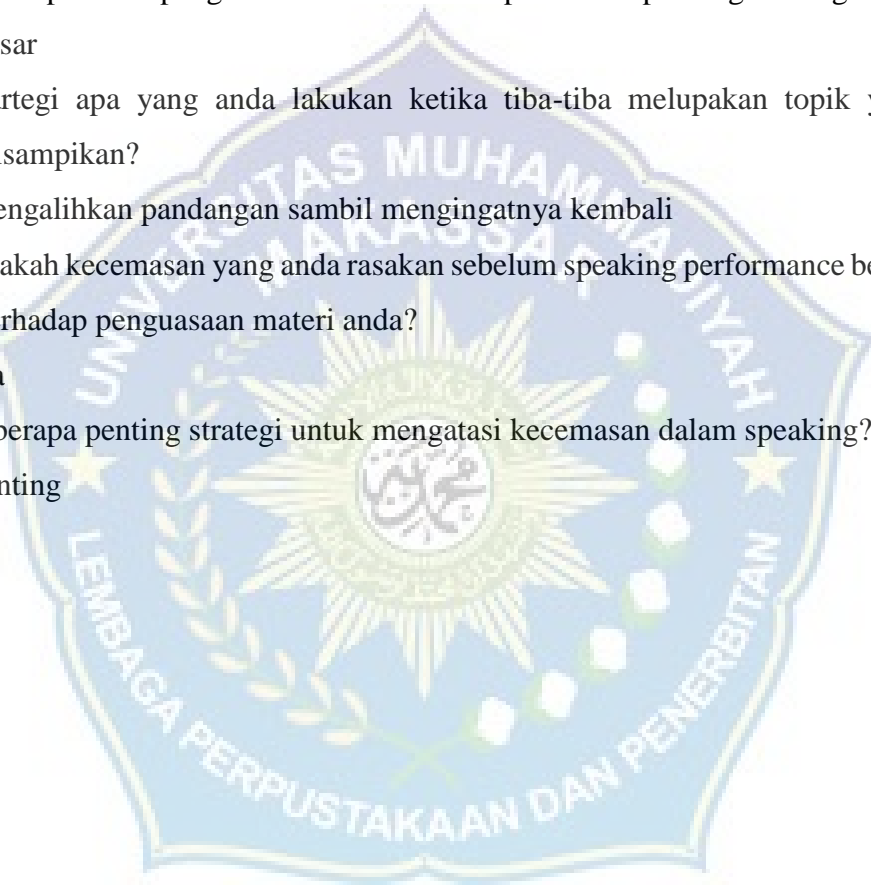
S: Mengalihkan pandangan sambil mengingatnya kembali

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iya

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Penting



Transcript 22

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya kak

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut salah ucap

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya saya mencoba menekan kecemasan

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Tertekan

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Percaya diri saja

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Keringat dingin

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye kak

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: **Tidak melihat mata penonton**

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidk ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Bertanya ulang

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Malu kak

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengalihkan perhatian

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar

R:Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

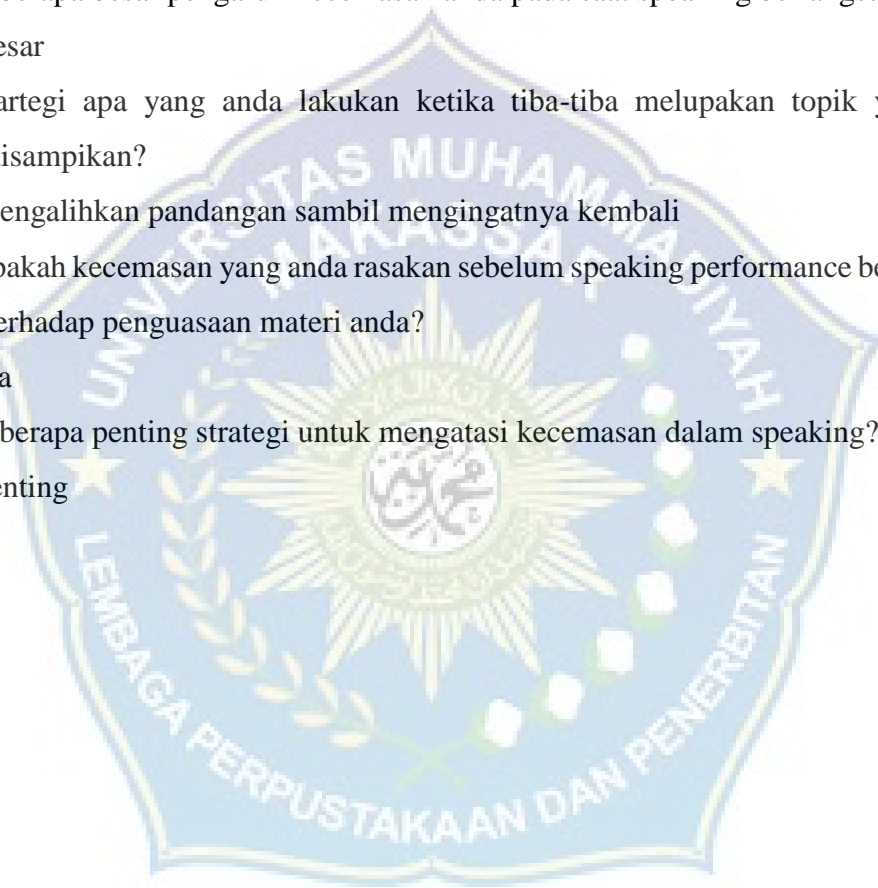
S: Mengalihkan pandangan sambil mengingatnya kembali

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iya

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Penting



Transcript 23

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Grogi

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Malu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Diam

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Ragu – ragu

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking? Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Diam, Iya

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Diam

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Malu

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Diam

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Tidak besar

R:Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

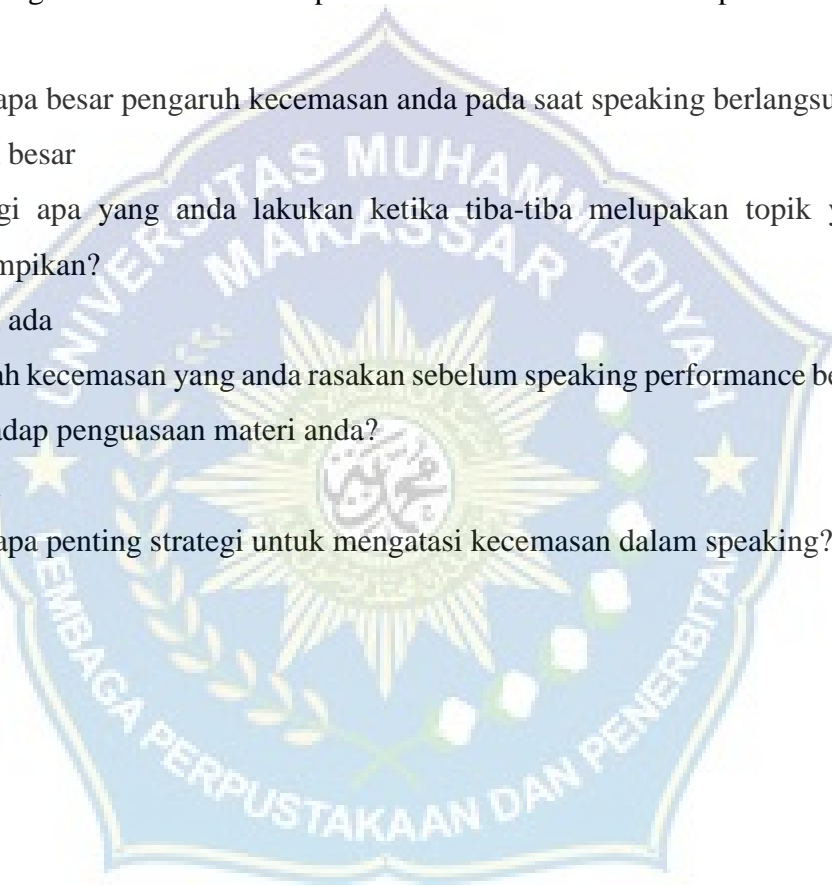
S: Tidak ada

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Tidak

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Tidak



Transcript 24

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Malu – malu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Mengalihkan perhatian

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Deg-degan

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye kak

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: Tunduk

R: Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Pernah kak, saya pernah membaca buku tentang public speaking

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: **Sebenarnya bukan strategi kak, saya biasanya melawak ketika saya malu atau lupa apa yang saya mau sampaikan. Hal itu bertujuan agar suasana speaking tidak membosankan**

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya kak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha mengingat

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Iye kak

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengalihkan pandangan

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar

R:Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Berusaha mengingatnya kembali

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iye

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Penting

Transscript 25

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iye

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Malu – malu

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye kak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Tertekan

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Mengalihkan pandangan

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Keringatan sambil deg-degan

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye kak

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?

S: **Tarik nafas**

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha mengingat dengan meminta bantuan teman

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Iye

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Sedikit melawak

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Besar

R:Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

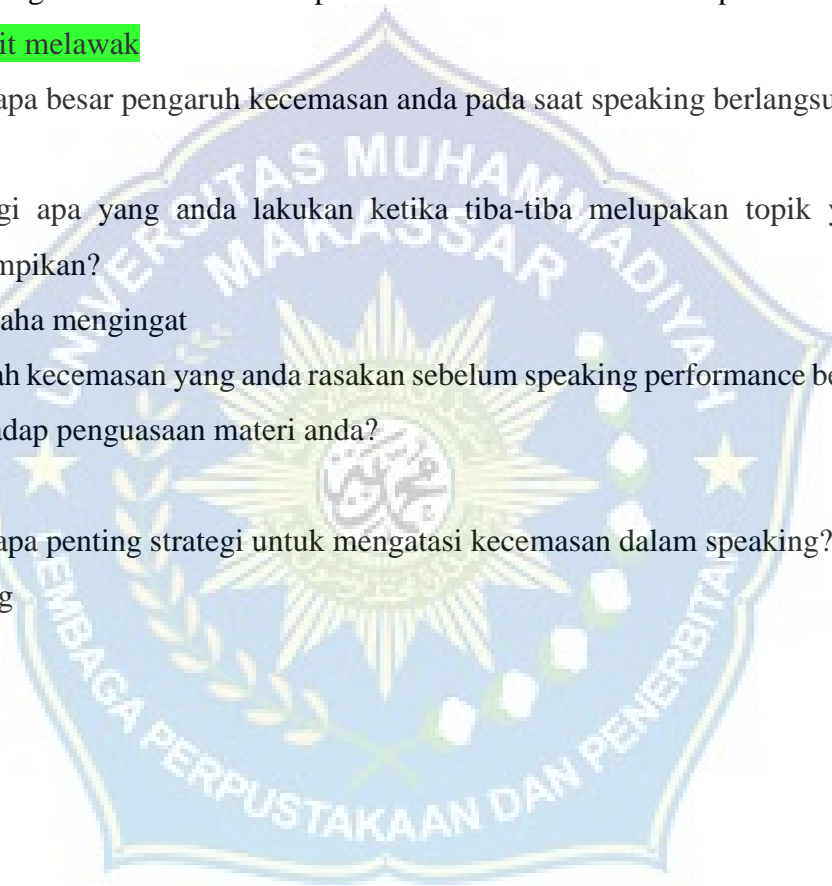
S: Berusaha mengingat

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Iye

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Pening



Transcript 26

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Lumayan cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut salah ucap

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iye

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Gemetar

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Memegang benda

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Malu – malu

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iye

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?

S: **Melihat dahi teman**

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iye

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Mengingat kembali

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Malu

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: **Hindari kontak mata**

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Tidak terlalu berpengaruh

R:Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

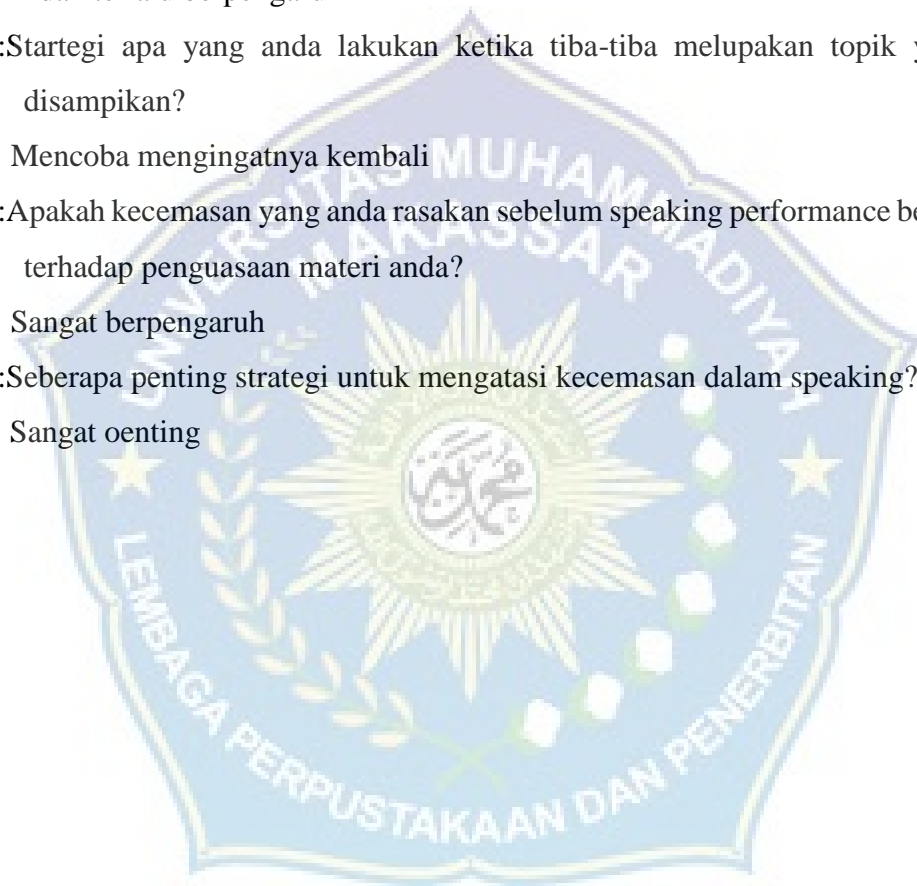
S: Mencoba mengingatnya kembali

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sangat berpengaruh

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transcript 27

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Saya takut lupa yang mau saya sampaikan

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Saya berusaha untuk menekannya kak, karena kalau misalnya tidak ditekan, akan membuat speaking kita berantakan

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Takut

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Biasanya sebelum saya naik performance, saya harus percaya diri terlebih dahulu dan selalu sugesti diri untuk berpikir positif agar speaking kita lancar walaupun masih ada sedikit kesalahan dari segi pengucapannya. Cara saya agar bisa percaya diri adalah melakukan latihan di depan cermin agar saya bisa lebih berpikir positif bahwa saya bisa melakukannya.

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Keringat dingin

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya berusaha

R: Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: Itu tadi Percaya diri dan berpikir positif

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Emmmm Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya betul

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Berusaha untuk mnegingatnya

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Iya saya malu

R:Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengalihkan pandangan

R:Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar, sekitar 80% lah

R:Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: **Emmm biasanya mengingat dnegan cara diam dan mengalihkan pandangan**

R:Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Berpengaruh

R:Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting untuk kelancaran performance

Transscript 28

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Iya cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Takut salah ucap

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya saya mencoba menekan kecemasan

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Ragu-ragu dan takut

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Biasanya saya belajar dulu di depan cermin

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Yang saya rasakan deg-degan karena takut

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya saya berusaha

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?

S: Percaya diri

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Hemmm berpikir dengan cara menutup mata biasanya

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengalihkan pandangan

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar

R: Startegi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

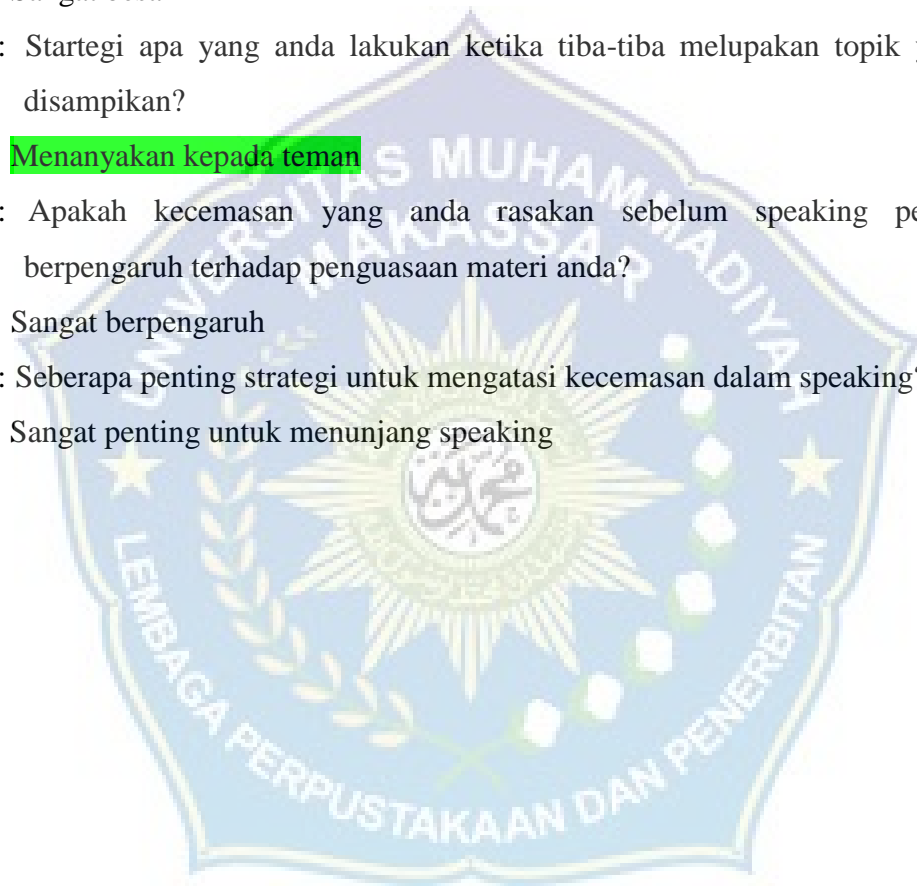
S: Menanyakan kepada teman

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Sangat berpengaruh

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting untuk menunjang speaking



Transscript 29

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Ketika banyak orang

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Iya, saya mencoba menekannya

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Groggi

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: **Berpikir positif saja kalau bisa dilakukan dengan baik**

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Emmm sedikit takut yang disertai deg-degan

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Iya berusaha

R: Seperti apa cara atau strategi and untuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?

S: **Menggerakkan kaki atau tangan**

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidka ada

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Iya betul

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: **Berusaha menenangkan diri dengan tarik nafas dalam-dalam**

R: Apakah anda merasa malu ketika speaking berlangsung?

S: Iya saya malu

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Mengalihkan pandangan

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Sangat besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

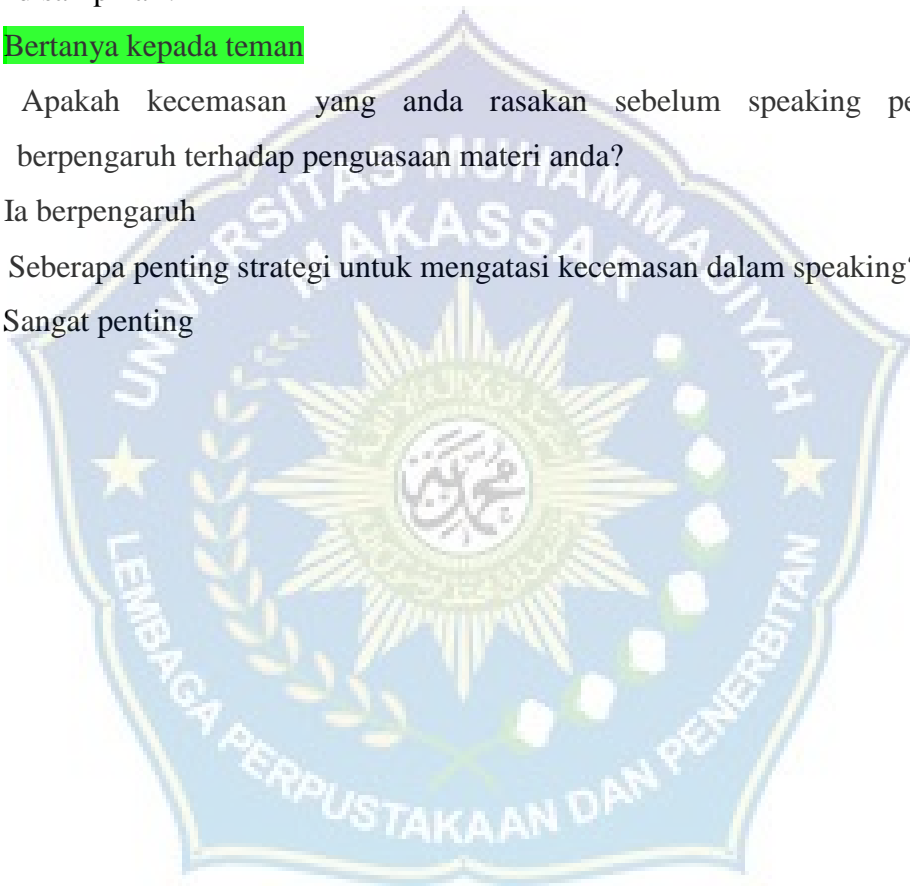
S: Bertanya kepada teman

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Ia berpengaruh

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Sangat penting



Transscript 30

R: Apakah anda merasa cemas ketika anda ingin melakukan speaking?

S: Sedikit merasa cemas

R: Apa yang membuat anda merasa cemas pada saat melakukan speaking?

S: Kadan malu-malu

R: Ketika kamu merasa cemas pada saat speaking, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S: Tidak

R: Perasaan cemas yang seperti apa yang anda rasakan?

S: Malu

R: Strategi apa yang anda lakukan ketika merasa cemas saat speaking?

S: Tidak ada

R: Bagaimana bentuk kecemasan yang anda rasakan sebelum melakukan speaking?

S: Khawatir

R: Apakah anda berusaha untuk mengatasi kecemasan anda?

S: Tidak

R: Seperti apa cara atau strategi and auntuk memgatasi/ menekan setiap kecemasan yang munculsaat speaking?Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?

S: Tidak melihat teman, Tidak

R: Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

S: Tidak

R: Apakah rasa takut merupakan salah satu yang anda rasakan?

S: Tidak

R: Apa yang anda lakukan ketika perasaan takut tersebut membuat anda lupa yang ingin disampaikan?

S: Minum

R:Apakah anda merasa malu ketika speaking berlangsung?

S: Malu

R: Apa yang anda lakukan ketika perasaan malu tersebut muncul pada saat speaking?

S: Tidak melihat teman

R: Seberapa besar pengaruh kecemasan anda pada saat speaking berlangsung?

S: Tidak besar

R: Strategi apa yang anda lakukan ketika tiba-tiba melupakan topik yang ingin disampaikan?

S: Mengingat kembali

R: Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S: Tidak

R: Seberapa penting strategi untuk mengatasi kecemasan dalam speaking?

S: Tidak







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It is our pleasure to inform you that, after reviewing your paper:
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Dr. Umami Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

DOCUMENTATION





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A. Wulandari Cahyaningrath is a student of the Department of English Education at adiyah Makassar University. She was born on October 14, 2000 in Sinjai. She is the third child from the marriage of Dr. A. Ilham

Nur S.Pd., M.Pd and Andi Asda Kadir, S.Sos. She has three brother and one sister. In 2006 he started his elementary education at SD Negeri No.62 Manimpahoi and graduated in 2012. Then she continued her junior high school at SMP Negeri 1 Sinjai Tengah and graduated in 2015. Then she continued to high school at SMA Negeri 7 Sinjai and graduated in 2018. After studying in high school, he continued his studies at the Muhammadiyah University of Makassar as a student in the Department of English Language Education, Faculty of Teaching and Education in 2018. At the end of his studies, she was able to complete her thesis in 2023 with the title "**THE STUDENTS' STRATEGIES IN REDUCING ANXIETY TO ENCOURAGE STUDENT CONFIDENT DURING SPEAKING ENGLISH AT SMAN 13 SINJAI**"