

A STUDY OF STUDENT'S ANXIETY IN SPEAKING SKILL

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Abstract: *As we know English Language is one of the official languages of the United Nations and International languages become the most important soft skill to continue and to be taught in order to create a habit of using English, unfortunately Indonesia used English as foreign language not as second language this conditions makes speakers especially in speaking sometimes has an anxiety to communicate and interact each other, one of case is college students, as students they certainly need to learn English as an academic language. but most of them are often nervous to pronounce English because they think English is one of the difficult languages. This study aims to describe about the elements cause students' anxiety in speaking skill and the students strategies to cope the anxiety in speaking skill at STIKES Ngudia Husada Madura in Medical Record Student of second semester in academic year 2019-2020 as participants. There are 21 students as participants researcher take by purposive sampling. Researcher also take 3 students in class of Medical Record. Descriptive Qualitative was used in this study. The data were through structured Interviews and classroom observations. The data were describe by interview transcripts. The result of this study describe three elements that cause students' anxiety in speaking English. The first is Self Perception of students that always feel English is difficulty to Learn and speak. The second elements is Class Condition of Performance make students got anxiety when they speak in front of their friends and lecture. The third is students' Anxiety in speaking English is Fear of Making Mistakes. The result of this study also found there are three strategies that students used to cope the anxiety in speaking English. The first is Preparation, eight students did preparation always felt better before speaking English. The second is Positive thinking, seven participants did positive thinking can cope the anxiety in speaking English. The last is Relaxation, there five students take this strategie if students feel anxiety and failed speaking English.*

Keywords: *Anxiety, Speaking Skill*

INTRODUCTION

We know that English as foreign language in Indonesia has a difficulty to learn and teaching process. Lot of Indonesian people claimed that English has a many regulation such as tenses to be spoke. It has been declared that the position of English in Indonesia is as a foreign language. In some cases, Englis is difficult to learn. A lot of Indonesian people claimed that English has gramatical rules like tenses which is considered to be applied while speaking. Learning English is not only learning about grammar but also acquiring to orther skills like listening, speaking, reading, and writing. Speaking becomes a big problem for students in learing English.

English Language must be to learn with some skills. There are four basic in learning English those are : Listening, Reading, Writing and Speaking. The skills must be managed for people in learning English. One of some skills they have a big difficulties for students is Speaking. Speaking is one of the skills in English that students have as learner of foreign language even it is difficult. Ladouse (cited in Nunan, 1991: 23) argued that speaking as the ability to express oneself in the fact, the activity that report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. It means, the speaking skills used to verbal communication in teaching learning english in the class. Speaking is a common problem faced by the learners in language learning.

Many learners feel unwell to speak up English even they joining the course of English and even they read some of book by using English language (Bueno, Madrid, & McLaren, 2006 cited in Lai-mei leong, 2017:35). It means speaking is the most difficult skills that students has problems in learning english. In the English learning process, speaking tends to make students'emotion change becomes anxiety and nervousness. Many researchers (Dewaele & MacIntyre, 2014; P.D. MacIntyre & Gardner, 1991 cited in IJFLT, 2019 : 141) pointed out that the skill creating most anxiety is speaking. This anxiety comes from lack of selfconfidence in our general linguistic knowledge, but if only this element were involved, all skills would be affected equally. Wortman, Loftus and Weaverm (2000) stated that anxiety is susceptible to the feeling of being worried or apprehension.

Many experts agreed with their opinion Then,Badran(2005) explained anxiety a sensitive emotion with a strong fearfull expectation or anticipation towards the future of something bad will occur.

Thus anxiety has received attention an important component of personality trait. in Second Language Acquisition research (Saville-troike, 2006: 86) In the process of acquiring academic score, the anxious learners need more sufficient time to prepare and practice the task. They effort to keep their self-esteem from languge anxiety to performs as good as the non-anxious learners (MacIntyre & Gardner,1994, cited in Argaman & Abu-Rabi, 2002:152). I got the point, that the level or amount of anxiety that students have depends on their preparation and maturity to begin the process of learning as foreign Language. The more students do not prepare, the greater anxiety can arises them.

Indonesian people know that the existention of English language not for second language but for foreign, this condition makes the speakers especially the students are not confidence to speak up, they think that English Language verry difficult and many regulations such as Tenses, Grammar, Part of Speech, Idiom and the others, they always assume that if need to talk they should be arrange some sentences and than make into another sentences by using structure in English, many Indonesian people said that this languge not easy to use of course this phenomenon should be find out what are the elementss and why the students are usually anxiety when they talk or speak up for sure.

Talking about anxiety is related to self confidence, self confidence is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life. You know your strenghts and weakness well. You set realistic expectations and goals, coomunicate assertively, and can handle criticism (Adler & Stewart, 2004). Students are has this instrument based on their habitual and when they

want to speak up in English Language they should know about the principal of English not only themselves.

Anxiety in speaking English is the students get anxiety when they want to speak or answer about the question or just a little speech. Some students feel like they do not make a mistake in front of their friends or Lecture. It makes the students never speak in English language in teaching learning process. Students' perspective can make anxiety appear in themselves. Based on some expert, researcher got points that anxiety is some condition that makes students not feeling good to speak up because they claimed that condition at that time is not conditional and make them nervous.

According to Horwitz et al (1986: 127 cited in Ravica 2016: 2) language anxiety with relation to performance evaluation within academic and social contexts, drew parallels between it and three related performance anxieties: communication apprehension (CA), (2) test anxiety, (3) fear of negative evaluation (Tanveer 2007: 11). This description will be general for the causes of students' anxiety in speaking English (foreign language).

The purpose of this study aims to describe the elements of students' anxiety in speaking skill that focusing on Medical Record Student of STIKes Ngudia Husada Madura at second semester. The scope of limitation of this study is only focusing on anxiety in speaking by using English Language that found on students' Medical Record of STIKes Ngudia Husada Madura.

Focus Problems

Based on the background above, the researcher states the problems as follows:

1. What factors cause anxiety in speaking skill activities to students of Medical Record from second semester at STIKes Ngudia Husada Madura ?
2. What are the students's strategies to cope the anxiety in speaking skill activities of the Medical Record students second semester at STIKes Ngudia Husada Madura ?

The Objective of The Study

Based on the introduction and text above, the researcher hope :

1. To answer what are the factors cause anxiety in speaking skill activities to students of Medical Record from second semester at STIKes Ngudia Husada Madura
2. To answer what are the students's strategies to cope the anxiety in speaking skill activities of the Medical Record students second semester at STIKes Ngudia Husada Madura

a. Significance of the Study

The result of this study will be help the Lecture, Students, Next Researcher For lecture, knowing the factors of anxiety in speaking skill by the students especially on English for specific purposes.

For Students, knowing the strategies how to cope the anxiety in when speaking class is started.

For Next Researcher, it can be reference and can be develop to find out the other factors of anxiety in speaking skill.

b. Definition of Key Terms

- i. Anxiety is Anxiety is the fear feeling of something that will be happened or psychological phenomena that appears inside human body. The anxiety is not just about the feeling inside body but anxiety was found that happened by some causes outside human body.
- ii. Speaking skill is one of fous basic skills in Learning English, that is Listening, writing, reading and speaking, speaking not only speak up, presentation, public speaking, debate and singing are including the speaking skill in English Language system.
- iii. Speaking activity is an activity focusing on speaking skill held on classroom, speaking activity also can be held on outdoor such as storry telling, speech competition sometimes the stand up comedy.
- iv. Kinds of anxiety consist of four types
 1. Generalised anxiety disorder is A person feels anxious on most days, worrying about lots of different things, for a period of six months or more.
 2. Social anxiety is A person has an intense fear of being criticised, embarrassed or humiliated, even in everyday situations, such as speaking publicly, eating in public, being assertive at work or making small talk.
 3. Specific phobias is A person feels very fearful about a particular object or situation and may go to great lengths to avoid it, for example, having an injection or travelling on a plane. There are many different types of phobias.
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Literature Review

The Meaning of Anxiety

Anxiety is the fear feeling of something that will be happened or psychological phenomena that appears inside human body. The anxiety is not just about the feeling inside body but anxiety was found that happened by some causes outside human body. The signs of anxiety can found by body language or by communication. Feeling nervous, panic, shy, stammer or tension is simple signs by anxiety. Most of signs anxiety can founded by test anxiety or approaches especially in teaching process and developing English Language as a foreign language.

There are some opinions by expert that supported the theory of anxiety that researcher found. According by Spielberger Anxiety also called by a subjective feeling of tension, apprehension, nervousness and with associated also arousal of the nervous system. They feel shy and uncomfortable when they speak English in front of classroom to perform. This is the reason researcher found the signs of anxiety in classroom. many

students often get anxiety when facing difficult academic tasks. Students with learning disabilities often face more anxiety than general education students (Nelson & Harwood 2011). In addition, According by Ruffins, the anxiety psychological symptoms among students include feeling nervous before a tutorial class, panicking, going blank during a test, feeling helpless while doing assignments or lack interest in a difficult subject whereas the psychological symptoms include sweaty palms, cold, nervousness, panic, fast pace of breathing, racing heartbeat, or an upset stomach.

According to (Tobias 1979 cited in Andrew Yauin AESS 2011: 2064), anxiety may take function as a mental block to cognitive performance at all three cognitive phases: Input, Processing, and Output. Another statement say the anxiety arousal, which is typically associated with self-deprecating thoughts, fear of failure, or worry over performance procedures, may compete for cognitive resources that normal cognitive processing will demand. The anxiety happen when in processing and output it's not working. It means when any process in students' mind and the result is well, the anxiety never appear in themselves. When the process was disturbed, the anxiety will be appear in their mind and their body. The response of bad process is got panic or worry when student performance their knowledge or their skill.

a. The Nature of Anxiety of Psychological

According to Drs. M. Dimiyati Mahmud (2018: 281) that translated in bahasa, anxiety is one of the most common neurotic symptoms is the constant fear. In contrast to the usual fears that are the response to the fearsome stimulate that new occurs, the neurotic fear is a response to the hardships that have not yet occurred. Anxiety can be mild, can be severe, can be persistent. If it's mild but continuous, it's called worry. If once in a while but the weight is called panic. It means the anxiety can measure in 2 category, worry and panic. Its not just about the panic with something, but if someone got panic and fears in succession we can called this is an anxiety.

Although the sound of anxiety and fear similar, both are actually different. Halgin and Whitbourne describe that fear as a natural alarm response to a panic situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible might happen. In this theory, researcher got a point that fear and anxiety are two different condition and situation that happened on subject. When subject got fear it means this is a natural response when something in a bad situation. In other hands, anxiety its happened when subject think about their bad future that will be happened.

"Anxiety is a psychological construct, commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson, & Atkinson, 1971 cited in Tanveer, 2007: 3). In other words, the anxiety is psychological disorder that happen when subject got a fear or worry of something that unclear. A fear about a bit of ambiguity and invisible happen on subject when they got anxiety. It means the anxiety is feeling that never can describe with natural words because it happen in their feeling or their mind of subject.

According to Richmond (2015: 95), "the line between stress and anxiety can become blurred as they are similar in many ways and result in many of the same symptoms". Stress symptoms can see with external causes, while anxiety-with internal state of the person. They are sort of two sides of one coin. It is very possible to compare both of those problem if happen on subject.

b. Types of Anxiety

Based on some theory, Anxiety consist of four types. There are State, Trait Anxiety and Situation-specific anxiety. According to Spielberger (1972, 1983 cited in Evrim Onem 2010: 22) 1. Generalised Anxiety Disorder, 2.Social Anxiety, 3.Spesific Phobias, 4.Panic Disorder.

Generalised anxiety disorder is A person feels anxious on most days, worrying about lots of different things, for a period of six months or more.

Social anxiety is A person has an intense fear of being criticised, embarrassed or humiliated, even in everyday situations, such as speaking publicly, eating in public, being assertive at work or making small talk.

Specific phobias is A person feels very fearful about a particular object or situation and may go to great lengths to avoid it, for example, having an injection or travelling on a plane. There are many different types of phobias.

Panic disorder A person has panic attacks, which are intense, overwhelming and often uncontrollable feelings of anxiety combined with a range of physical symptoms. Someone having a panic attack may experience shortness of breath, chest pain, dizziness and excessive perspiration. Sometimes, people experiencing a panic attack think they are having a heart attack or are about to die. If a person has recurrent panic attacks or persistently fears having one for more than a month, they're said to have panic disorder.

Ormrod also claims in his theory, Anxiety is temporary feeling of anxiety elicited by a threatening situation. It means this type of anxiety happen on subject based on situation that will be faced or ongoing situation. Anxiety is pattern of responding with anxiety even non threatening situations goes away. The trait anxiety happened for long time and it keeps coming out in subject this statement based on Ormrod Theory. The subject that got trait anxiety always feeling fear or worry about something.

c. Anxiety in Foreign Language

Stress and anxiety can make the same as they are similar in many ways and result in many of the same symptoms, but both are different. Stress deals morewith external causes, while anxiety-with internal state of the personal Richmond (2015: 95).

The experience of language anxiety from learners are various. According to Ying (2008), language anxiety is caused by learners personal and interpersonal, learner beliefs about language learning, Lecture belief about language anxiety, Lecture-learner interactions, classroom procedures and language testing. Sanders and Wills (2003) said anxiety in general as "acomplex, multifaceted experience, a feeling which comes flooding intoour whole selves, affecting many different aspects of our being".In learning foreign language, anxiety is a feeling of the worry aroused the negative emotional reaction (Young, 1999). Likewise, language anxiety is defined as "a distinct complex of self perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz, & Cope, 1986). MacIntyre and Gardner (1994) also believe that language anxiety is the feeling of tension and apprehension especially associated with second language contexts, including speaking, listening, and writing".

Basically, there are two approaches to the description of language anxiety: (1) Language anxiety in the broader construct of anxiety as basic human emotion that maybe brought on by numerous combinations of situational elements (McIntyre,1995; McIntyre & Gardner, 1989 cited in Tanveer, 2007:2). (2) Language anxiety as a combination of other anxieties that create a separate form of anxiety intrinsic to language learning (Horwitz et al., 1986: 128 cited in Tanveer, 2007: 2).

1) Elements to Contributing Foreign Language Anxiety

There are four Elements that Contributing with Students'anxiety in Self-concept and Classroom Environment:

a) Self Perceptions

One of the elements that provoke students' anxiety in speaking English is their own self-concept. Some expert have opinion about the self perception that make students anxiety. Laine (1987: 15 cited in R Herwanto 2013: 27) states the totality of an individual's thoughts, perceptions, beliefs, attitudes and values can caused self-concept of person and known as self-esteem (Coopersmith, 1967: 5). Lee (2004: 198 cited in R Herwanto 2013: 27), "selfesteem is a personal judgment of worthiness that is express in the attitudes that individuals hold towards themselves. It means what the students perception or feel when they speak english is fluently about the anxiety. If students have a bad one perception, beliefs or behaviours the anxiety is big in their self esteem. Self perception or self esteem is have a big effect in learning english, moreover in speaking skill. It is not small problem that Lecture can ignore.

b) Students' Beliefs about Language Learning

Horwitz (1988:cited in Ohata, 2005:138) pointed that a number of beliefs derived from learners'irrational and unrealistic conceptions about language learning. It means Lecture have details to teach English as foreign language because in speaking, students have to make sure before saying words in English. (2)"getting important also used by some students to speak up with excellent native-like accent". Even though accent is interesting when we speak, students have to regard that in speaking english we have to accurate and must be have a good pronunciation even students is nonative speaker. (3)" others believe that it is not okay to guess an unfamiliar second/foreign language word". Before speaking english, student have to know all of the verb in English, it is make anxiety is less in learning english. (4)"some hold that language learning is basically an act of translating from English or any second/foreign language". In fact, English can not translated directly from the main language to target language. (5) "some view that two years are sufficient in order to gain fluency in the target language".To speaking english fluently must be take a time, everyone have different skills to learning english. (6) "some believe that language learning is a special gift not possessed by all".

c) Lectures Beliefs about Language Teaching

Same as students' thought, some lecturers also have their own beliefs about language teaching. According to Brandl (1987: cited in Onwuegbuzie et al., 1999: 220 cited in R Herwanto 2013: 30) asserted that instructors' belief that their role is to correct rather than to facilitate students when they make mistakes exacerbates second/foreign language anxiety in students. If the lecturer correct students'

mistakes inappropriately, it can lead them to feel fear of negative evaluation as explained before. It means the anxiety in speaking English just not from the students' beliefs about language learning, but Lecturers have a big influence about Lecturer beliefs in the class when teaching learning process.

2) Classroom Procedure

The main activities in speaking English class is having students to respond and speak in front of class. This activity can provoke their anxiety. Koch and Terrell (1991: cited in Horwitz, 2001:118) found that students get more anxious when called upon to respond individually, rather than if they are given choice to respond voluntarily. Students will be relaxed to speak in the target language when paired with a classmate or in the small groups of three to six than into larger groups of seven to fifteen students. The more students enter the group to speak English, the smaller anxiety occurs in every student.

Students Strategies to Cope The Anxiety

The anxiety that happens in students must be cope by some strategies. Every student has the strategies to reduce or solve the anxiety by different way. In this research students can cope the anxiety by five strategies that taken from Kondo and Ying-Ling (2004). The strategies are Preparation, Relaxation, Positive Thinking, Peer Seeking and the last is Resignation.

Preparation

Zeidner (1998:66 cited in Ying-Ling and Kondo 2004: 263), said that preparation which is obviously task-relevant in nature, was found to be used by students with high anxiety as frequently as by those with low anxiety. Active coping, or problem-focused coping, is generally more effective than either emotion-focused or avoidance-oriented coping in stress reduction, and is preferred by most people. Congruence between active coping and Preparation is obvious; both provide a sense of mastery over the source of the stress, divert attention from the problem, and discharge energy following exposure to threat. The students can cope the anxiety with preparation before learning and speaking English in the class. Preparation is most important thing to do in teaching learning process especially in speaking English.

Relaxation

According to Grasha (1987, cited in Ravica 2016: 2) suggests that breathing deeply in and out for about three to five minutes is an efficacious way to reduce tension. If somebody is being well prepared and still struggling with the feeling of anxiety, worried and fear, relaxation, which performs any techniques that aim at reducing anxiety symptoms, is offered. Students must be take a breath or calm down when speaking English. This strategy purpose to losing students fear in speaking English in the class.

POSITIVE THINKING

This point correlated with the second strategies, because both of strategies from the students self esteem. In positive thinking students trying to reduce the anxiety when speak English. In this case, positive thinking as a emotional quotient elements to coping the language anxiety and to losing a fear of being anxiety in the classroom activity. According to Horwitz et al. (1986, cited in Ravica 2016:5) notice that language anxiety showed some common mental characteristics, such as worried or fear of being

strange or ridiculous in class, too shy to speak with others, and anxious of under-performing compared with the other learners.

PEER SPEAKING

According to Kondo and Ying-Ling (2004: 262) Peer Seeking is activity students' to another students' this activity trying to make an atmosphere a process of learning by doing by the students it self, so that student's can more explore their ideas when they speak up in front of their friends to minimize the anxiety. In addition, students got their self confidence when find the person that have the same problem. When both of students feel the same with problem, the anxiety is decrease from previously when students not found other person. That's normal to happening in English classroom when students have a opinion that peer seeking is more comfortable.

RESIGNATION

"Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety (e.g.giving up, sleeping in class). Students reporting examples of Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem" (Kondo and Ying-Ling 2004: 262). It means some students feel giving up when they trying to dare to speak up and choose to have the anxiety in students-self. After they was failed they don't to re-try again and lose of sense belonging because they are shocked of and feel unmood. They may ask and claim themselves "why should I try to learn if I will fail again and again?". This argument is also claimed by Ely (1986, cited in Ravica: 5). She notes that one personalitation of anxious learners is feel afraid to make a mistakes. Resignation seems to be one possible strategy.

RESEARCH METHODOLOGY

Research Design

The researcher used qualitative research as research design. He used it because this research will describe the obtain datas that were collected clearly. Some characteristics of qualitative research are: (1) the researcher is the primary instrument for data collection and analysis. (2) it usually involves field work. (3) qualitative research primary employs and inductive research strategy. (4) the product of qualitative study is richly descriptive. (Meriam, in Anwar 2011:19)

Topic of this study talk about elements of students' anxiety in speaking English and to cope this problem in STIKes Ngudia Husada Madura especially in Medical Record Major at Second Semester. Mack et.al added that descriptive qualitative research is used by observation and interview the participants to obtain the information of the phenomenon (Mack et.al, 2005:3). It means in this research method the information are obtained by observation classroom and in-depth interview with the students.

In collecting data, the researcher takes these following steps; the first step was observation of the situation in the University and the researcher use him self as the instrument of observation. The researcher was observed about five months ago in the first semester while teaching practice and re-observe in February 2020 in second semester of academic year. The second step is documentation by using video and also take a picture with smartphone, researcher choose smartphone because it can be more

user friendly to knowing the real condition and the atmosphere when the phenomenon are found out and to be reviewed after the researcher returns to his home to select and analyze the data of documentation. The third step is interview, in this case the researcher used in-depth interview to interview students to get information about the problem in the STIKes Ngudia Husada Madura that focus on Medical Record Major Student at second Semester. The fourth step is analyzing and interpreting data to clear information that researcher got from the previous step. The last is to conclude all of the information of data.

Area of Determination Method

In this research, the researcher took at STIKes Ngudia Husada Madura that focusing on Student's Medical Record of second semester, the researcher chose Medical record because he found out some students have nervous when speaking in class, the student consist of 21 person. So that the researcher wants to find out more about the real condition and to be able to make research it main that can be shown to public scientifically.

Data Collection

Researcher get the qualitative data from speaking class activity and from interviewing also documentation from the students when he taught at Medical Record of the second semester, after researcher get the data he wants to make clearly and valid, so that researcher used a view of process as follows :

- 1. Observation** The researcher observed to the class and investigated all of the activities, then the researcher described the data by classifying into the findings in the classroom. The observation conducted at Medical record student's at second semester of STIKes Ngudia Husada Madura, the observation itself is held on 15th February and consist of 21 students at 08.30 am.
- 2. Interview** The data collected through interview is used to clarify and support the data obtained through observation After all the data has been accumulated, the researcher analyzes them by classifying into the findings based on the research questions. After that, the researcher carefully studies all the data and refers to some opinions. In addition, all the data are collected throughly as happened in the reality. In this case the researcher use indepth interview.
Indepth Interview
Is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents on a particular idea, program, or situation. The researcher used this interview because he wants knowing more detail about the situation.
- 3. Documentation** can help the researcher to knowing the real condition at the time it main that when speaking class are started, the documentation itself is held on 17th february, researcher also use a lesson plan, take a picture, recording the video including syllabus and the condition of students itself.

Data Analysis

Data analysis is the collecting and organizing of data so that a researcher can come to a conclusion. Data analysis allows one to answer questions, solve problems and derive information Azzalini (2012:03)

1. The researcher collect the data to manage his data after he took the components of data.

2. After collecting data researcher would select where is the data are sustainable and not to make easy when the data wants to analyze.
3. After selecting the data researcher will classify related the topic of this research such as the result of observation, interview, documentation. Firstly researcher take a point of the data and selected the important things, secondly researcher read and see the data on his research. Thirdly all of the data is move to one folder to easier classify.
4. After the researcher get the data. In this moment researcher classify one by one and try to answer the research problem and select the theory related to the topic because he wants find out the match theory and has a data to analyze based on phenomenon on chapter one.

RESEARCH FINDING AND DISCUSSIONS

Research Finding

In this research finding researcher will be discuss about the findings during this research conducted and try to discuss about problems are shown in previous chapter about anxiety in speaking skill.

Based on the data that researcher got, there are 21 students of Medical Record in STIKes Ngudia Husada Madura that researcher take as participant, but any 20 participants got anxiety and have experience with nervous. 1 of 20 participants claimed that she never got nervous or anxiety when speaking English while having English class. Before taking interview as collecting data, researcher take observation start from 15 February 2020 with the aim of getting know about the activity, behaviour and activeness of students Medical Record. Observation did in class when lecturer did language teaching and learning. The observation just did in class Medical Record of Second Semester and researcher took notes and write some points that got when observation going on. Researcher also take sample by purposive sampling. Based on data observation, and interview, researcher got the answers about the elements that make students' anxiety in speaking English and student's strategy to dealing with their anxiety. The following data are :

1. The Results of Student's Elements in Anxiety Speaking English

This study is held on February 15-March 03, 2020 and obtained 20 students as respondents of Medical Record Class in second semester with 1 session of interview. According to the Tanveer (2007), any four elements cause the speaking anxiety :self perception, students'beliefs about language learning, Lecture beliefs about language teaching and classroom procedure. After researcher take the research in STIKes Ngudia Husada Madura, researcher found there are three elements that make student's anxiety in speaking English. The elements that researcher got are Self Perception, Class Situation of Performance and fear of making Mistakes.

Self Perception

One of the elements that make students' anxiety in speaking English is selfconcept. According to Laine (1987:15 cited in R Herwanto 2013:27) that self - concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to himself as an object. Students feels difficulty when they

speaking and learning English. In the mind concept about speaking English is always bad. Their perception, speaking English is so difficult and this result is based on their opinion when answering interviews. Students feel difficult about English as a second and foreign language. Students feel difficult to speak or just write the words of English. In other words, if students do not feel difficult about learning and speaking English, students must not feel anxiety in themselves. The researcher found 10 participants that have self-perception as elements that make anxiety.

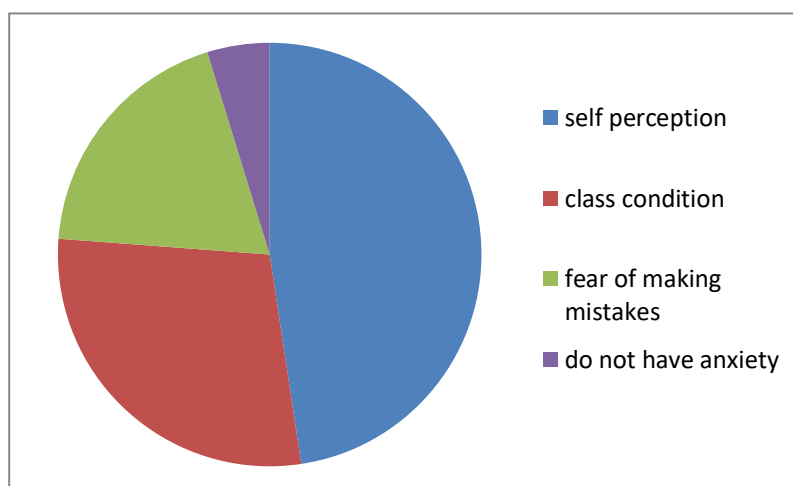
Class Conditions of Performance

The second element that makes students' anxiety in speaking English is the students perform speaking in front of a lecturer and friends in the class. According to Nation and Newton (2009, cited in Asian Journal of Educational Research 2015: 9) claims that believe that performance situations can contribute to their speaking progress. As Nation and Newton (2009) stated that the existence of time pressure, planning, the standard of performance and the amount of support take into consideration of being anxious. Students get anxious when they speak up in front of the class. Conditions in the classroom make students get anxious when they speak. Based on data that the researcher got from interviews, the elements that make students anxious are students feel nervous and anxious when they speak in front of their friends and their lecturer. 6 from 20 participants get anxiety depends on conditions in their class when they speak English. It means class condition is a big problem for students' anxiety when they performed in front of their friends or on the stage when having speaking class.

Anxious of causing Mistakes

According to Price (1991, cited in JLLS 10 (1) 2014: 3) found that speaking activity in front of their groups in the class can make a potential anxiety. Unfamiliar activity like provocation, always see the clock and redundancy for the foreign language to make a limit time very long because the learners were concerned about making mistakes in pronunciation and being not serious. Based on interviews some students felt the same thing about their anxiety when they made a mistake. They were very afraid of making mistakes when they speak up. Any 4 students feel afraid and worry making mistakes as a problem that makes students get anxious.

Chart of Students' Anxiety



- 48% participants have self perception as a elements of students' Anxiety
- 28% participants have class condition as a second elements of students' Anxiety
- 19% participants have fear of making mistakes include to third elements of students' Anxiety
- 5% participants do not have Anxiety and Nervous

DISCUSSION

2. Students Strategies cope the Anxiety in Speaking English

After all interviews that researcher got in STIKes Ngudia Husada Madura in Medcal Record Class of second semester there were some strategies that make students used to cope the anxiety in speaking English. Any some differences between strategies from Kondo and Ying-Ling and strategies by students in cope the anxiety. The data that researcher got for strategies are Preparation before learning English, Positive Thinking and Relaxation.

1. Preparation

According to Zeidner (1998:66 cited in Kondo and Ying-Ling 2004: 263), preparation which is obviously task-relevant in nature, was found to be performed by students with high anxiety as frequently as by those with low anxiety that mean some students feel better when take a preparation before learning English such as reading or check the practice in the last meeting. Active coping or problem focused coping, is generally more efective than either emotion focused or avoidance oriented coping in stress reduction and is preferred by most people. Based on data from interview that researcher got, any eight from twenty students said that they did preparation as a strategies of cope the anxiety. They said preparation before speaking and learning English make a feel better than never did a preparation.

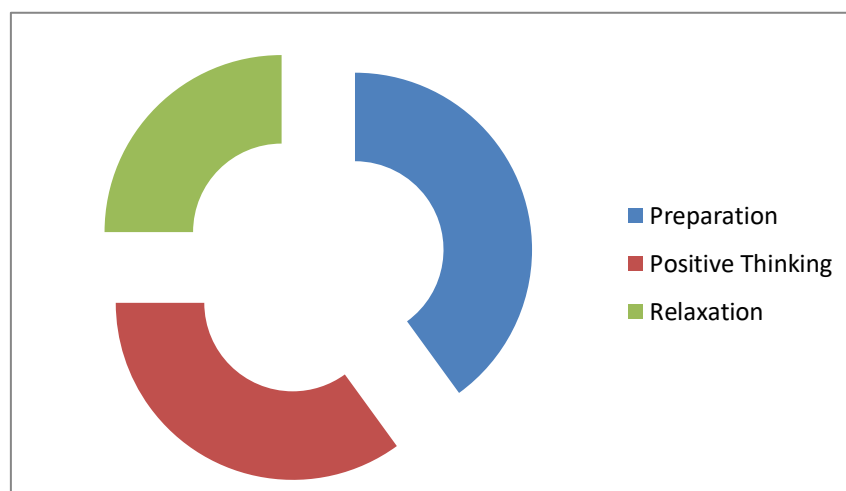
2. Positive Thinking

The second strategies to cope the anxiety by students is Positive Thinking. This point correlated with the second strategies, because both of strategies from the students self esteem. In positive thinking students trying to reduce the anxiety when speak english. In this case, positive thinking as a psychological elementss to coping the language anxiety and to losing a fear of being anxiety in the classroom. According to Horwitz (1986, cited in Ravica 2016: 5)notice that learners feel anxiety in learning language when it showed mental characteristics, like a fear, worries of making mistakes, being laughed in front of the class, shy to speak up with other students, and unconfident of under performing compared to other students. Researcher found seven participants did positive thinking to cope the anxiety.

3. Relaxation

According to Grasha (1987, cited in Ravica 2016: 2) suggests that five minutes beofore spekaing class is better to prepare well and breathing deeply for about trthree up to five minutes can jelp the student's relaxation. Relaxation is an option that students used to cope the anxiety in the classroom. Based on data that researcher got, any five participants did relaxation for cope the anxiety in speaking English.

Stratgies Cope The Anxiety



CONCLUSION AND SUGGESTION

Conclusion

Based on the result that researcher identified and analyzed the data in the previous chapters, the researchers found several conclusions. From the data analysis, the researchers found that three items are contributed that make anxiety's student in speaking class at Medical Record Students of Second Semester of STIKes Ngudia Husada Madura.

1. Three items that caused the Anxiety in speaking English by the students of Medical Record of STIKes Ngudia Husada: firstly elements is perception oh him/her self it mains that students always feel English Language is difficulty to Learn and speak. The words and structure in English make students feels like English is complicated Language that every students have to learn again and again. Secondly is Class Condition of Performance, condition in the class make students got anxiety when they speak in front of friends and Lecture. Thirdly elements is Fear of Making Mistakes students always think a bad future when students start to speak english. The student was afraid if made mistakes, other learners will have reaction laugh and make a bad assumption.
2. Three kinds to cope the spekaing English's Anxiety are: Firstly is Preparation, secondly is Positive Thinking and the last is Relaxation. Students used the three strategies for cope the anxiety when they speak English. Thirdly students must be deal with problem of anxiety. If students know about what make they anxiety, they must be through this problem. Students have to respect each other. In order to make Anxiety lost in theirsself. If the students know what the elements cause anxiety, students in naturally have startegies to cope the anxiety.

Suggestion

1. For The Lectures

The result of this research is to be expected for lectures especially when teach the English Speaking skill to know the factors about anxiety. Many students has a nervous and this condition must be known the factors about anxiety it self.

2. For the Students

There are a lot of factors of anxiety in speaking and also some strategies to cope this anxiety, this reseacrh eill be shown to students about factors and how to cope the anxiety it self and students sholud be learn more about the strategies or how to cope the anxiety so that another students in another institution can be found a new formula.

3. Next Researcher

Researcher hope that the theory about the anxiety can be develop based on experiences and many experties and also the anxiety is not only happen at students of medical record but also in any departement of students university. So that this reseach will be help for refernces.

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