

STRATEGIES IN OVERCOMING SPEAKING ANXIETY IN A VIRTUAL CLASSROOM PRESENTATION: A DESCRIPTIVE QUALITATIVE STUDY AT ONE VOCATIONAL SCHOOL

Ridha Mardiani¹, Apriyani²

^{1,2}STKIP Pasundan, Indonesia

Email: ridha.mardiani53@gmail.com¹, rianyapri@gmail.com²

First Received: August 2021

Final Proof Received: September 2021

ABSTRACT

The purpose of this research is to investigate the factors that caused speaking anxiety in a virtual classroom presentation and the strategies to overcome it. The research setting is in one vocational high school in Cimahi, West Java, Indonesia in which ten second grade students majoring in fashion design class (*Tata Busana*) were selected to be participants of the study. The study employed descriptive qualitative design where the data obtained in a mixed way through observation, modified FLCAS questionnaire and interview. Due to the pandemic situation, classroom observations were carried out in the virtual classroom. Then the data were analyzed in accordance with the theme called coding and categorizing. The findings showed that the factors caused students' speaking anxiety in delivering virtual classroom presentation are: personal and interpersonal anxiety, learner beliefs about language learning, lack of preparation and fear of making mistakes. The researchers also found some students' strategies to overcome their speaking anxiety which are greatly helped them lessen their speaking anxiety. Those are: relaxation and resignation, preparation, peer seeking, and positive thinking. The findings of this research provide suggestions for teachers to improve their creativity in teaching process to create a friendly classroom environment to overcome students' anxiety in classroom presentation.

Keywords: *Speaking, Anxiety, Classroom Presentation.*

INTRODUCTION

The mastery of speaking becomes the most important skill in learning a foreign language. A large number of English language learners study the language with the aim to develop proficiency in communication fluently and comprehensibly. Moreover, speaking is one of the central elements of communication in English as a Foreign Language teaching, it is an aspect that needs special attention and instruction. In addition, speaking is a process of interaction between speakers and listeners in which the speakers intend to build meaning through producing, receiving, and processing information.

According to Richards & Theodore (2008), there are three parts of speaking: speaking as interaction, speaking as transaction and speaking as performance. Speaking performance refers to public speaking that is speaking that transmits information before an audience, such as classroom presentation, public announcements and speeches. Classroom presentation is one of the speaking performances that students often face to present the result of their work or assignment. Therefore, speaking skill is absolutely useful for them in facing this presentation. Their linguistic and non-linguistic competence must be excellent in order to get a good speaking performance. The presentation itself is

hopefully can help them if they have experience, where presentation competence, either using Indonesian language as their mother tongue or English as their foreign language is needed (Asnur, 2017).

King's study (2002) proved that oral presentation can be a beneficial and enjoyable activity for both teachers and students. However, the presentations have been seen as a time-consuming and challenging activities for students and do not help them improve their speaking skills. Speaking in front of others while giving presentations is thought to pose unique challenges for students (Liang & Kelsen, 2018) or it can be interpreted as one of the challenges faced by students when speaking English in public. In reality, students still have some problem in speaking English when they have to speak in the classroom. Shyness and lack of confidence in students itself are some mental blocks that cause the students difficult to speak English. Anxiety in public speaking is very common among both college students and the general population. Some estimates that as many as 20-85% of people experience more or less anxiety when they need to speak in public (Katz, 2000).

Most language research shows a negative relationship between anxiety and speaking performance. Speaking anxiety gives an essential problem on speaking as performance. Thus, speaking anxiety takes significant effect on students' speaking performance especially in presentation, for example, when the teacher asks students to read texts or speak in front of the class, the students feel fear and shame if they make a mistake and is laughed at by their classmates, therefore they choose to be quiet and it affects their speaking ability classroom presentation. Therefore, the purposes of this research are formulated as follows: 1) to describe some factors that caused students' speaking anxiety in a virtual classroom presentation; and 2) the students' strategies to overcome their anxiety in a virtual classroom presentation.

METHOD

The researchers employed descriptive qualitative case study in this research in which it is an attempt to describe and interpret the objects in accordance with reality. According to Creswell (2014), a qualitative approach is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. The descriptive method is implemented because the study is mainly described the factors that cause students' speaking anxiety in a virtual classroom presentation and the students' strategies to overcome their speaking anxiety. Participants of the research are the ten second grades students in one of vocational high school in Cimahi, West Java, Indonesia majoring in Fashion Design Class (*Tata Busana*).

Instrument

To measure the students' anxiety in speaking, the researchers used Foreign Language Classroom Anxiety Scale (FLCAS) created by Horwitz et al. (1986) adopted by Tian (2019), then it was modified by the researchers in accordance with Indonesian context. There are twenty statements in the questionnaires which are used to categorize the students' speaking anxiety when giving class presentation.

Observation is the way of collecting data by observing their daily activities and recorded what they do. Some question in research is answered by observation (Fraenkel & Hyun, 2012). The researchers joined virtual classroom for one meeting, then observed

the students' presentation through video presentation. The main focus in observation is that the signs of speaking anxiety based on six potential factors that cause language anxiety by Young (in Cahyadi, 2018). Furthermore, observation is used to determine the possibility of students' anxiety during presentation.

Students' interviews were carried out to five out of ten participants, because some students had the same problem when delivering virtual classroom presentation. Each student was asked the same questions and following the question used to explain the interview responses. Interview from students were used to gather the information about their factor causes and the students' strategies to overcome their speaking anxiety when giving class presentation.

Data Analysis

After collecting the data through the instrument, then the obtained data were analyzed and interpreted based on the following steps. Firstly, in order to answer the research question which is about students' speaking anxiety when giving a class presentation, the data from the questionnaire are read and analyzed. Hence, the data from the questionnaire would be classified into percentage data. The formulation which used in this research to measure the percentage of student's answer is:

$$P = f0/n \times 100\%$$

Notes:

- P: Percentage
- f0: total value of answer
- n: the ideal score of the highest value

Secondly, the data from observation were collected to know about students speaking anxiety when giving class presentation. The data from observation were analyzed by several steps following: 1) join virtual classroom, the researcher observes passively without doing any involvement in the virtual classroom teaching and learning process, 2) observes the students' video presentation, 2) categorize the signs of students' anxiety based on six potential factors that cause language anxiety by Young (as cited in Cahyadi 2018). The observation conducts to get the data about students' speaking anxiety when giving class presentation.

Finally, the data from interview were analyzed by several steps following: 1) categorize the responses with the result of questionnaire and 2) transcribing the responses obtained from the interview.

FINDINGS

Factors that Caused Students' Speaking Anxiety

Data from modified FLCAS questionnaire

Below are the findings from the modified FLCAS questionnaires which showed the factors that cause the students' speaking anxiety. Data were presented the form of percentage on students' responses towards the FLCAS items.

Table 1. Students' Responses on modified FLCAS Questionnaire

No.	Statements	The result of Students' Responses				
		SA(%)	A(%)	NA(%)	D(%)	SD(%)
1.	I made a full preparation for my presentation. (<i>Saya membuat persiapan penuh untuk presentasi saya</i>)	10%	40%	30%	10%	10%
2.	I am afraid of pronunciation errors and vocabulary during presentation. (<i>Saya takut salah dalam pengucapan dan kosa kata saat presentasi</i>).	30%	50%	20%	-	-
3.	It frightens me when I don't understand what the teacher is saying in English. (<i>Saya takut ketika saya tidak mengerti apa yang dikatakan guru ketika dia berbicara dalam bahasa inggris</i>).	10%	50%	40%	-	-
4.	I keep thinking that the other students are better at English than me. (<i>Saya terus berpikir bahwa siswa lain lebih baik dalam bahasa inggris daripada saya</i>).	20%	10%	50%	20%	-
5.	I am usually at ease after finishing my presentation in the class. (<i>Saya biasanya merasa nyaman setelah menyelesaikan presentasi di kelas</i>).	60%	40%	-	-	-
6.	I start to panic when I have to speak without preparation in English class. (<i>Saya mulai panik ketika saya harus berbicara tnpa persiapan di kelas bahasa inggris</i>).	30%	60%	10%	-	-
7.	In the presentation, I may get so nervous that I forget what I know. (<i>Dalam presentasi, saya menjadi sangat gugup sehingga saya lupa apa yang saya ketahui sebelumnya</i>).	20%	70%	-	10%	-
8.	I get upset when I don't understand the teacher's specific feedback on my presentation. (<i>Saya kecewa ketika saya tidak memahami penjelasan umpan balik spesifik guru pada presentasi saya</i>).	-	60%	40%	-	-
9.	I feel anxious before presentation even if I have a good preparation for it. (<i>Saya merasa cemas sebelum melakukan presentasi meskipun saya memiliki persiapan yang matang</i>).	20%	60%	10%	10%	-
10.	I often feel like not going to my English class. (<i>Saya sering merasa tidak ingin mengikuti kelas bahasa inggris</i>).	10%	20%	40%	20%	10%
11.	I feel confident when I speak English. (<i>Saya merasa percaya diri saat berbicara bahasa inggris</i>).	-	30%	40%	20%	10%
12.	I am afraid that my English teacher is ready to correct every mistake I make. (<i>Saya takut guru bahasa inggris saya memperbaiki setiap kesalahan yang saya buat</i>).	20%	40%	40%	-	-

No.	Statements	The result of Students' Responses				
		SA(%)	A(%)	NA(%)	D(%)	SD(%)
13.	I can feel my heart pounding when I give presentation. <i>(Saya bisa merasakan jantung saya berdebar-debar saat memberikan presentasi).</i>	10%	70%	20%	-	-
14.	I don't feel pressure to prepare very well for my presentation. <i>(saya tidak merasakan tekanan untuk mempersiapkan presentasi dengan baik).</i>	-	40%	40%	10%	10%
15.	I feel very self-conscious about speaking English in front of other students. <i>(Saya merasa sangat malu saat berbicara bahasa inggris di depan siswa lain).</i>	30%	20%	20%	30%	-
16.	I feel more tense and nervous about the presentation than other class activities. <i>(Saya merasa lebih tegang dan gugup saat melakukan presentasi dari pada kegiatan kelas lainnya).</i>	10%	30%	40%	20%	-
17.	When I'm on my way to English class, I feel very sure and relaxed. <i>(Ketika saya mengikuti kelas bahasa inggris, saya merasa sangat yakin dan santai).</i>	10%	20%	40%	20%	10%
18.	I feel overwhelmed, because I have to learn the rules about how to speak well when giving class presentation. <i>(Saya merasa kewalahan, karena saya harus mempelajari aturan tentang bagaimana berbicara dengan baik saat memberikan presentasi).</i>	20%	20%	50%	10%	-
19.	I am afraid that the other students will laugh at me when I make mistakes while speaking English. <i>(Saya takut siswa lain akan menertawakan saya ketika saya melakukan kesalahan saat saya berbicara bahasa inggris).</i>	20%	30%	30%	20%	-
20.	When giving presentation, I often stutter or repeat words when the teacher and other classmates gaze at me. <i>(Saat memberikan presentasi, saya sering gagap atau mengulang kata-kata ketika guru dan teman sekelas menatap saya).</i>	-	50%	30%	20%	-
Total (100%)		16.5%	40.5%	29.5%	11%	2.5%

The following is an overview of the percentage of students' responses based on the description of the table above:

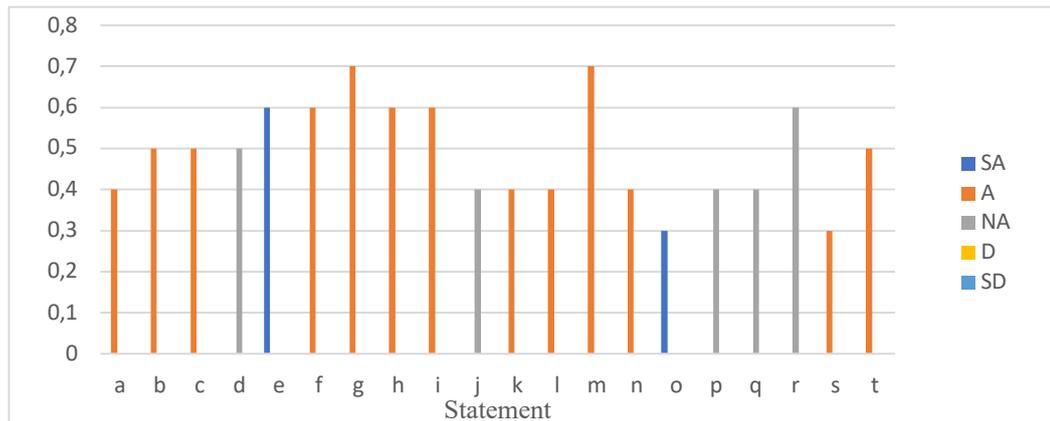


Figure 1. Summarizing of the Result of Students' Responses on Questionnaire

Based on the bar chart above, the result showed the high and low percentage of all the statements from the questionnaire. There are 10 respondents who have a different answer from each statement. The researcher found that the highest score is 70% who has chosen statement number 7 (In the presentation, I may get so nervous that I forget what I know) and 13 (I can feel my heart pounding when I give presentation). This proved that students feel anxious when giving the presentation so they forgot the materials they have already prepared. These results are the same as the result found by researchers during observation, in which the total low score is 30% who have chosen the statement number 15 (I feel very self-conscious about speaking English in front of other students) and the statement number 19 (I am afraid that the other students will laugh at me when I speak English). These are the same as the result found by the researcher during observation, namely "Personal and Interpersonal Anxiety".

Data from virtual classroom observation

The observation had been done by the researcher on 16th until 24th December 2020 through virtual classroom. As the data had been collected and analyzed into the six potential factors that cause language anxiety, the dominant factors that made students feel anxious when giving class presentation is Classroom procedure. The result of the class observation data analysis can be seen in the following table (Table 2).

Table 2. Students' Speaking Anxiety according to Data Observation

No.	Name	Personal and Interpersonal anxiety	Learner beliefs about language learning	Instructor-beliefs about language teaching	Instructor-learner interaction	Classroom procedures	Language testing
1.	AH	✓	✓	-	-	✓	-
2.	AS	-	✓	-	✓	✓	-
3.	ANA	✓	-	✓	-	✓	-
4.	BZP	✓	-	✓	✓	✓	-
5.	GA	✓	✓	-	✓	✓	-
6.	FS	✓	✓	✓	-	✓	-
7.	LP	✓	✓	✓	✓	✓	-
8.	MA	✓	✓	-	✓	✓	-
9.	RP	-	✓	✓	-	✓	-
10.	SN	✓	✓	✓	-	✓	-
Total		8	8	6	5	10	0

The following is a summarizing of the result of students' speaking anxiety according to data observation:

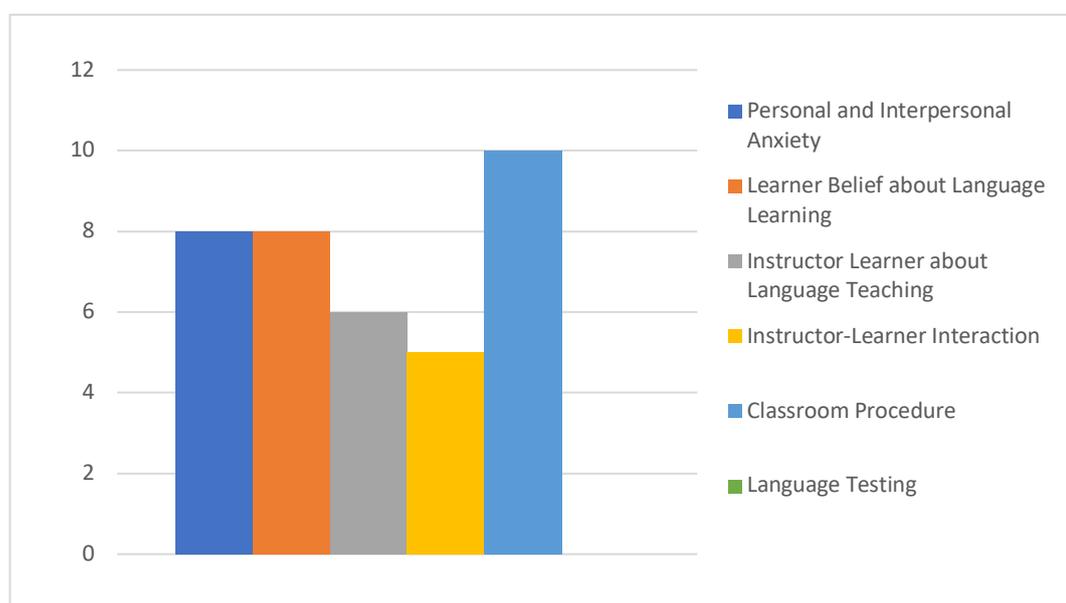


Figure 2. The Result of Students' Speaking Anxiety according to Data Observation

From the data above (Figure 2), it showed that students speaking anxiety by which “Personal and interpersonal anxiety” are 8 students; in “Learner belief about language learning” are 8 students; the total students for “Instructor beliefs about language teaching” are 6 students; the total students for “Instructor-learner interaction” are 5 students; the total students for “Classroom procedures” are 10 students, and for “Language testing” the researcher did not find any students that indicate feels anxious with this factor .

Data from students' interview

After obtaining the results of observations and questionnaires, the researcher began to analyze the students' speaking anxiety when giving class presentation according to interview on 04th January 2021, here some factors that cause students' speaking anxiety when giving class presentation:

Personal and interpersonal anxiety

This source of anxiety correlates with the student competitiveness and self-esteem (Young in Cahyadi, 2018). From the questionnaire, it can be seen that that 50% of students agree that they feel very self-conscious about speaking English in front of other students, and 70% of students agree that their heart is pounding when giving class presentation. From five students who had been interviewed, all students felt shy and their heart-pounding while speaking, here the answer of the student:

"Saya merasa sangat malu dan jantung saya berdegup kencang. (I felt shy and my heart is pounding) – LP."

Learner belief about language learning

The second problem faced by the students is learner belief about language learning. Learner belief means a situation when the students believe that they have to speak perfectly in a foreign language. When these beliefs are difficult to achieve, the students may become anxious (Young as cited in Cahyadi, 2018). Based on questionnaire in statement number 2 (I am afraid of pronunciation errors and vocabulary during presentation) it shows that 30% of the students strongly agree and 50% of the students agree that they afraid about pronunciation errors and vocabulary is one of the factors that make students anxious during presentations. It can be seen from the students answer from interview, here the answer of the student:

"Bicara bahasa Inggris itu sangat sulit, terutama dalam pengucapannya. (Speaking English is difficult, especially in pronunciation) – RP."

Lack of preparation

Lack of preparation is one of the factors contributing of students' speaking anxiety when giving class presentation. Such unprepared the materials and lack of practice. Based on the data from questionnaire number 1 (I made a full preparation for my presentation) show that 50% of students who made a full prepare for their presentation. It made the students anxious during the presentation, as evidence on the questionnaire in 6 (I start to panic when I have to speak without preparation in English class) show that 30% of the students strongly agree and 60% of the students agree if they feel panic when they have to speak in front of the class without preparation. It can be seen from the students answer from interview, here the answer of the student:

"Panik banget bu, apalagi kalo di tunjuk dadakan tanpa persiapan apapun. (I am really panic miss, especially if I was appointed suddenly without preparation) – RP."

Fear of making mistakes

Fear of making mistakes was one of the factors that cause of students' anxiety in presentation. Based on questionnaire number 19 (I am afraid that the other students will laugh at me when I make mistakes while speaking English) 20% of the students strongly agree and 30% of the students agree that the students were anxious because the other

students will laugh when they do something wrong and it make the students' anxiety to speak in front of the class. It can be seen from the students answer from interview, here the answer of the student:

"Saya punya pengalaman lupa dengan materi, lalu teman-teman mulai menertawakan saya. Saya jadi takut kalau itu terulang kembali. (I have the bad experience of forgetting the material. My classmate started laughing at me. I am afraid that it will happen again) – GA."

DISCUSSIONS

We can confirm from the findings that speaking is a productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning in which it is used to communicate with others (Nunan 2003). According to Harmer (2001) speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot. There are three functions of speaking, those are as interaction, transaction and performance (Richards & Theodore, 2008).

In this study, it is confirmed that speaking is used as performance where the students are delivering their classroom presentation virtually. A presentation is a planned talk that is arranged systematically. It can be done individually or in groups. It is usually followed by a question session, which is the most challenging stage of presentation. A presentation also defined as a speech or talk in which a new product, idea, or piece of work is shown, and explained to an audience (Huda, 2018). A presentation is a public speaking group which means it also presents. Presentation should be viewed more than just a functional communication tool or decision maker. Presentation is planned and practiced speech that is not memorized or read from note, but is introduced by a presenter to an audience.

Based on the research findings in this research, the researcher found that most of second grade students in one of vocational high school in Cimahi were anxious in speaking particularly in delivering classroom presentation. There are several causes speaking anxiety faced by students when giving class presentation. The source is personal and interpersonal anxiety, learner beliefs about learning, lack of preparation, and fear of making mistakes. Schwartz (2005) states that there are some students who often get a problem, especially having the feeling of anxiety. If the negative feeling is allowed to grow with the students, they will not be able to communicate their thoughts, ideas, and feeling by using new language. Anxiety in learning can hinder the students from speaking. According to Tseng (2012) causes of anxiety can arise from pressure by parents and teachers, lack of confidence and lack of preparation, fear of making mistakes, fear of foreigners and their behavior, and conditioning in childhood.

The first factor causing anxiety was personal and interpersonal anxiety. Personal and interpersonal anxiety here defined as a factor come from the inside of the student and factor with other people who influence to the personality of the student. Based on the observation and questionnaire, many of the students apprehensive with their self and nervous when giving a presentation. The second factor that causes students speaking anxiety when giving class presentation is learner belief about language learning. It's perhaps true that when students face this problem, they will end up frustrated. For example, errors in pronunciation during presentation is one of the factors that cause students anxious.

Foreign Language Anxiety

Foreign language anxiety 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. According to Brown (2001) foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language. In addition, Mesri (2012) defines that foreign language anxiety is widely used to describe the feeling of tension and apprehension, which is specifically associated with foreign language learning contexts including listening, speaking, reading, and writing. For students who are speaking English as a second language during the teaching and learning process the feeling of anxiety in EFL interrupt the desire to develop speaking skill, because of speaking skill cannot be separated with presentation performance, we need to speak to communicate and convey any knowledge.

For the people who learn about a foreign language, anxiety may impact in their acquisition of the language. Someone with high anxiety can create a negative effect, especially in foreign language class. It is because to learn a foreign language we have to practice or perform the language in order to show the ability that we have. According to Young (as cited in Cahyadi 2018), there are six potential factors that cause language anxiety, as follows; 1). Personal and interpersonal anxiety, 2). Learner beliefs about language learning, 3). Instructor belief about language teaching, 4). Instructor-learner interactions, 5). Classroom procedures, and 6). Language testing.

Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations (Richards and Schmidt, 2002). Foreign language anxiety can represent emotionally and physically uncomfortable situation, condition for some students in foreign language classes. If the students are very anxious in class, they are probably not actively involved in the learning process.

Table 3. Source of Speaking Anxiety

No.	Source Of Speaking Anxiety
	Social anxiety:
	- Shyness
	- Stage fright;
1.	Personal and Interpersonal Anxiety <ul style="list-style-type: none"> • Sweating • Heart pounding • Body movement
	- Embarrassment;
	• Laughing by peers
2.	Learner Beliefs about Language Learning
	Pronunciation
	- Stammer
3.	Instructor Belief About Language Teaching
	Fear of evaluation:
	- Forget to say something
4.	Instructor-Learner Interaction
	Manner in correcting:
	- High sound intonation while correcting
	- Tense
5.	Classroom Procedures
	Speak in the target language:
	- Not well prepare
	- Nervous
	- Laughing/Screaming

No.	Source Of Speaking Anxiety
6.	Language Testing Fear not pass the test

According to Young (as cited in Cahyadi (2018), there are six potential factors that cause language anxiety, as follows; 1). Personal and interpersonal anxiety, 2). Learner beliefs about language learning, 3). Instructor belief about language teaching, 4). Instructor-learner interactions, 5). Classroom procedures, and 6). Language testing.

Factors Influencing Speaking Anxiety

Most students report high speaking anxiety and show their inadequate speaking ability as the strongest barrier foreign language communication (Tasaufi, 2013). Speaking in a foreign language is often perceived as a threat to one's self-concept, self-identity, and ego, which they have shaped in their first language as an intelligent person (Horwitz, 2001). There are three related anxieties as components of foreign language anxiety: Communication apprehension (the fear of communicating with other people), fear of negative evaluation (the worry about how others view the speaker), and test anxiety (the fear of exams, quizzes, and other assignment). In foreign language class students are required to communicate with the target language in ways of speaking and listening. Their limited capabilities in the target language may derive students into a communication apprehension. Students think that they will have difficulty of understanding others in listening and making oneself understood in speaking. Some of the students feel anxious and fear to communicate and speak to other people in foreign language because of their limited knowledge of the language target. Sometimes, Students feel like someone is observing them watching out for them to make mistakes in their grammar. This case makes students anxious when speaking English (Qurrota, 2019).

Students' Strategies in Speaking

Speaking English can be more challenging for students, especially for EFL learners. Students' strategies are the method and activities that will be used by students to overcome the challenges (Richards, 2001). The strategies help them to comprehend better and quicker. Therefore, the strategies are fundamental to success in public speaking. According to Griffiths (2004) learning strategies may be grouped into two categories, direct strategies and indirect strategies, that each category contains three sets of strategies. Direct strategies include memory, cognitive, and compensation strategies; whereas, indirect strategies include meta-cognitive, affective, and social strategies. From the findings we may confirm that the students employed direct and indirect strategies to cope with their problems in delivering their presentation.

According to the Oxford (1999), direct strategies consist of memory strategies, cognitive strategies and compensation strategies. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. These strategies are techniques to help students store new information in memory and retrieve it later. On the other hand, indirect strategies help learners learn a language without directly getting involved in the target language, include meta-cognitive strategies, affective strategies, and social strategies. By meta-cognitive strategies mean strategies are involved thinking about learning process, planning for learning, and self-evaluation after the learning activity has been completed. The strategies can help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence. Affective strategies, on the other hand, deal with

regulating emotions, motivation, and attitude. The strategies can help students to develop their self-confidence. While, Social strategies are the strategies that provide increased interaction and more empathetic understanding. Which could help students to work with others and understand the target culture as well as the language, such as asking for correction and cooperating with proficient users of the target language.

Table 4. Factor That Causes Students' Speaking Anxiety and Students' Strategies to Overcome Their Speaking Anxiety when giving Class Presentation

No.	The Factors that Cause Students' Speaking Anxiety when giving Class Presentation	The Students' Strategies to Overcome Their Speaking Anxiety when giving Class Presentation
1.	Personal and Interpersonal Anxiety	- Relaxation - Resignation
2.	Learner Belief about Language Learning	Peer Seeking
3.	Lack of Preparation	Preparation; - Write the Material - Memorize the Material
4.	Fear of Making Mistakes	Positive Thinking

Students' Strategies in Overcoming Speaking Anxiety in Virtual Classroom

Tanveer (2007) argued that the most general idea to overcome speaking anxiety was to make the language classroom environment less formal and more pleasant, where students can make fault without looking or sounding unskilled. As an examples to overcome the anxiety for students, Kondo & Ying-Ling (2004) organized "Five-Cluster Solution" including: preparation, relaxation, positive thinking, peer seeking, and resignation. There are five strategies can be used by students for reducing their anxiety to perform in front of the class:

Preparation

The first strategy is preparation. In this strategy, students attempt to control their own self by improving learning and applying some study strategies (such as, studying hard, trying to obtain good summaries of lecture notes). These strategies would be expected to increase students' subjectively estimated mastery of subject matter, and hence overcome the anxiety associated with the language class.

Preparation is one of the effective strategies, because it trains our self to facing the potential condition. By using preparation, we can prepare all the things we need on the side of material when facing the problem (test/perform). Preparation also can combine with other technique to support us from the side of emotion Listiyaningsih (2018).

Relaxation

The second one is relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down). The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Exercise turns nervous energy into positive energy through a calming release of breath (Tseng, 2012).

Positive Thinking

The third strategy is positive thinking, positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety (for example: imagining himself giving a great performance, trying to enjoy the tension). These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious students.

Peer Seeking

The fourth strategy is peer seeking, peer seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

Resignation

The last strategy is resignation, Resignation is characterized by students to run from the problem and they do not want to belong to the activity (such as giving up, sleeping in the class). Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem.

In order to have a good speaking when giving presentations, the students need to overcome their speaking anxiety. To overcome those problems the student has a strategy in order to make their speaking ability better without anxiety. Based on the observation, questionnaire, and interview most of the students said that they were still afraid of making mistakes during the presentation. So that to overcome these problems students would be encouraged to speak in English to improve their speaking skills. According to Kondo & Ying-Ling (2004) to overcome anxiety can arise from preparation, relaxation, positive thinking, peer seeking, and resignation.

The first strategy is Relaxation and Resignation. Relaxation is a method of reducing anxiety symptoms. Many students who are anxious may feel fear of teacher and classmates during presentations. If students have prepared well and they are still anxious, relaxation is one strategy to reduce anxiety. Taking deep breaths for three to five minutes is an effective way to reduce anxiety. While resignation is an extreme strategy. Did not anything to reduce their anxiety before presentation. May be because the students are reluctant to take risks and "accepting the reality" as one of many ways to reduce stress and tension.

The second strategy is peer seeking. Peer seeking is an effort to consult with other students who also want to learn a foreign language. Some students are anxious start to comparing themselves with other students who have the same problem. These students may find suitable study partners to improve their speaking skills.

The third strategy is preparation. Based on the interview, students said that preparing before the presentation can reduce their anxiety. This is supported by Argaman (2002) one of the efforts to overcome anxiety is to prepare and practice. There are many ways to prepare before presentation, such as writing material, reading material, and memorizing or understanding the material.

The last strategy is Positive thinking. Positive thinking refers to an effort to divert anxiety into a sense of fun (Rayani, 2016). Some students trying to be confident, imagine themselves presenting well, and thinking about something fun. This strategy can reduce students speaking anxiety during presentation, such as mental blocks, fear of making mistakes, and embarrassment.

CONCLUSION

Based on the result in chapter four, the researcher can conclude that most of second grade students in one of vocational high school in Cimahi for the 2020/2021 academic year still feel anxious during the presentation. The factors that cause students' speaking anxiety when giving class presentation based on observation, questionnaire and interview are personal and interpersonal anxiety, learner belief about language learning, lack of preparation and fear of making mistake. The most dominant factors of speaking anxiety when giving class presentation is learner belief about language learning, where the students answer 80% agree in questionnaire that the students afraid of pronunciation errors and vocabulary during presentation. Followed by personal and interpersonal anxiety where students just answer 70% agree in questionnaire that the students feel their heart pounding and nervous during presentation. The students just answer 50% agree in questionnaire for lack of preparation, where the students made a full preparation for their presentation, and the students answer 50% agree for fear of making mistake is factor cause students' speaking anxiety when giving class presentation. The students' strategies to overcome speaking anxiety when giving class presentation based on interview are relaxation and resignation, peer seeking, preparation, and positive thinking.

REFERENCES

- Asnur, S. M. (2017). *The Students' Anxiety in Delivering English Presentation*. English Literature Journal 1(1), 40-54.
- Argaman, O. & Abu-Rabia, S. (2002). The Influence of Language Anxiety on English Reading and Writing Task Among Native Hebrew Speakers. *Language, Culture and Curriculum*, 15, 143-160. Retrieved from <http://dx.doi.org/10.1080/07908310208666640>.
- Baldwin, C. (2011). How to Overcome Shyness during an Oral Presentation. <http://www.ehow.com/how-overcome-shyness-during-oral-presentation.html>
- Brown, H.D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall
- Cahyadi, O. D. (2018). *An Analysis of Students' Speaking Anxiety in EFL Classroom*. Cimahi: STKIP Pasundan Cimahi.
- Cresswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (4th edition). Thousand Oaks, CA: Sage.
- Fraenkel, J. W., & Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Griffiths, C. (2003). Patterns of language learning strategy use. *System*; 31:367-383
- Harmer, J. (2001). *The Practice of English Language Teaching*. London Pearson Education Limited.
- Horwitz, E. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126
- Huda, N.L.A. (2018). *Speaking Anxiety in the Presentation of EFL Students: A Descriptive Study at English Department of UIN Walisongo Semarang in the Academic Year 2017/2018*. Undergraduate thesis, UIN Walisongo, Semarang.
- Kaisar, M. T., & Chowdhury, S. Y. (2020). *Foreign Language Virtual Class Room: Anxiety Creator or Healer?* Bangladesh: Canadian Center of Science and Education.

- Katz, L. (2000). *Public Speaking Anxiety*. University of Tennessee at Martin Counseling Center.
- King, J. (2002). *Preparing EFL Learners for an Oral Presentation*. Dong Hwa Journal of Humanistic Studies.
- Kondo, D. S., & Ying-Ling, Y. (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *ELT Journal*, 58(3), 258–265
<https://doi.org/10.1093/elt/58.3.258>
- Kurniawan, O., S. F. (2016). *Students' Strategies to Overcome Their Anxiety in Oral Presentation*. Universitas Kristen Satya Wacana
- Liang, H. Y., & Kelsen, B. (2018). *Influence of Personality and Motivation on Oral Presentation Performance*. *Journal of Psycholinguistics Research*.
- Listiyaningsih, T. (2018). *Students' Anxiety in Speaking English Class*. English Education, IAIN Surakarta.
- Mesri, F. (2012). The Relationship between Gender and Iranian EFL Learners' Foreign Language Classroom Anxiety (FLCA). *International Journal of Academic Research in Business and Social Science*, journal Vol.70. 125-132.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Oxford, R. L. (1999). *Anxiety and the Language Learner; New Insight*. Cambridge University Press.
- Qurrota, A. (2019). Overcoming Students' Anxiety in Speaking English through Collaborative Strategy. *Proceeding 1st Conference on English Language and Literature (CELL)*.
- Rayani, R. (2016). Students' Anxiety in Learning English. *Jurnal Prodi Bahasa Inggris Mahasiswa UPP*.
- Richards, J. C. and Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics, 3rd Ed.*, London: Pearson Education Limited, 2002
- Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/CBO9780511667220>
- Richards, J. C., & Theodore, S. R. (2008). *Approaches and Methodes in Language Teaching*. Cambridge University Press.
- Schwartz, R.L. (2005). Taking a Closer Look at Struggling ESOL Learners. [Online] Available: <http://www.ncsall.net/?id=994> (March 3, 2011)
- Tanveer, M. (2007). *Investigation of the Factors that cause Language Anxiety for ESL/EFL learners in Learning Speaking Skills and it cast on Communication in Target Language (Master Thesis)*. University Glasgow England. Retrieved from <http://www.asian-efljournal.com/thesis-M.Tanveer.pdf>
- Tasaufi, B.N. (2013). *Developing Role-play Cards as the Media for Assessing Speaking Skill of the Seventh Grade*. Program Studi Nahasa Inggris: Universitas Negeri Malang.
- Tian, C. (2019). *Anxiety in classroom English Presentations: A Case Study in Korean*. Canadian Center of Science and Education.
- Tseng, S.-F. (2012). The factors cause language anxiety for ESL/EFL learners in learning speaking. *WHAMPOA-An Interdisciplinary Journal*, 63, 75-90
- Young, J. D. (1991). *Creating a Low-Anxiety Classroom Environment; What does Language Anxiety Research Suggest?* . *The Modern Language Journal*.
- Young, J. D. (1991). The Relationship Between Anxiety and Foreign Language Oral Proficiency Ratings. In E. K. Horwitz, & J. D. Young, *Language Anxiety: From*

Theory and Research to Classroom Implications (pp. 57-63). New Jersey:
Prentice Hall.

Zhou, N. e. (2004). *How English as a Second Language Affect Chinese Students Giving
Presentation during Class in U.S.A.*