

## Exploring EFL Students' Speaking Anxiety in Microsoft Teams Classroom Discussion Learning

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**Abstract.** *This case study reported on how students experienced speaking anxiety in online EFL classrooms. The data was obtained through observation, questionnaires on a google form, and interviews. The data analysis technique used was thematic analysis. The participants consisted of second-year students from one vocational school in Indonesia determined as many as 14 (fourteen) students, 4 representative students were chosen using FLCAS for the Interview, and 14 students for the FLCAS Questionnaire. The questionnaire sheet obtained feedback on students' types of speaking anxiety are (a) test anxiety, (b) fear of negative judgment, and (c) communicative apprehension. Data analysis showed that speaking anxiety can be influenced by several factors including fear speak in front of peers, fear of negative feedback, and fear of failure. In addition, the analysis discovered that (1) preparation, (2) relaxation, (3) positive thinking, (4) peer thinking, (5) positive outlook, and (6) using useful tools were strategies used by students to overcome speaking anxiety.*

**Keywords:** *anxiety, EFL students, speaking anxiety types*

### A. INTRODUCTION

Foreign languages is often used in various fields in various human activities, it makes learning foreign languages undoubtedly important, especially English. Hence, it is not a coincidence that English is widely taught in the education system, particularly in Indonesia, from primary to higher education. It is hoped that Indonesian students will be able to master English as the result of their learning. However, to be able to master English, students must be able to speak English. Fitriah & Muna (2019) stated that speaking is one of the most effective skills that require a lot of courage and self-confidence from English learners to

convey a message. According to Vijayan & Singh (2020), speaking is the most vital and the hardest skill there is to master. This is due to the fact that one needs to master grammar, vocabulary, intonation, pronunciation, and fluency at once. Grammar is the understanding of how a language should be structured (Saaristo, 2015). Vocabulary directly affects lexical competence (Yang, Kuo, Eslami, & Moody, 2021). Intonation is the manner those vocabularies are spoken. Pronunciation is the way of someone pronounce or speak out the words (Pusfarani, Mukhrizal, & Puspita, 2021) it is also one of the most difficult skills to acquire (Gilakjani A. P., 2016; Haghighi & Rahimy, 2017; Sadeghi & Heidar, 2016). While fluency is the manner of the pronunciation.

One of the most common issues in students' speaking skills is during class discussions. The purpose of a discussion activity is to express, share, or exchange ideas regarding a topic of discussion (Tis'ah & Taher, 2020). When expressing their viewpoints during discussions, students frequently build students understanding of the topic in depth. Effective classroom discussions encourage students to develop, create, explore, take chances, and search for deeper meaning (Ahmad, 2021). However, due to the pandemic that is happening, many teachers are using online platforms to replace traditional class. One of those platforms was Microsoft's Team. According to Rachelinda et al (2021), Microsoft Teams is superior to alternative media for use in online speaking classes because it offers many advantages such as sharing content or video, having a form of assignment, providing feedback, and providing more storage discovered by the majority of the students. According to Poston et al. as cited in Rojabi (2020), if it begins in a small class Microsoft Teams will be highly favorable, using PowerPoint students can accomplish group activities on their interactive paper, and how Teams can be utilized in virtual classrooms the teachers must also persuade students that they already possess a decent knowledge of it.

However, the shift from traditional class takes toll on the student's psychological condition. Learners may have the feeling of being unable to convey their ideas. They have their ideas and opinions in their thought but it is difficult to convey them orally. Particularly, this concern is called anxiety. Kaisar & Chowdury (2020) argue that language learners experience anxiety in online classes when they worry about being left behind and unable to follow the changes in their communication models optimally. However, online learning reduces the intimidating and stressful atmosphere for communication during the language learning process (Yaniafari & Rihardini, 2021).

The most problem of foreign language's learners face is anxiety. Worry, discomfort, disquietude, and angst are all synonyms for anxiety (Pratiwi, Mirizon & Zuraida, 2019). Anxiety can be caused by a variety of factors in students' psychological state. Fear of negative judgment, fear of misinterpretation, fear of being in public, and embarrassment are common causes of language anxiety (Abdul, 2018). Foreign language anxiety sources in online learning may appear as new extents, or they may also be similar to conventional learning settings. Yaniafari and Rihardini (2021) state that the main anxiety source reported in online learning is the fear of being laughed at and the fear of making mistakes, which resembles the conventional learning setting.

One of the examples of situational anxiety is speaking anxiety. Speaking anxiety in foreign language learning is a phenomenon experienced by almost all foreign language learners (Putri & Marlina, 2019). Four factors contribute to language anxiety when speaking English: fear of making mistakes, actively in-class participation, cultural differences, and self-awareness (Abdul, 2018). This can happen because the student's knowledge of speaking itself is still lacking and students feel unfamiliar with the topic of the material that is delivered. Most students focus on grammar while talking, when speaking English, the main factor

that students should consider is not grammar. Vocabulary and pronunciation are the other factors that the students should consider when speaking English. Even if students speak English without good grammar, if they have good pronunciation and a large vocabulary, the partner will comprehend what they are saying (Pratiwi, Mirizon & Zuraida, 2019).

Therefore, this study aims to investigate students' speaking anxiety in classroom discussions through Microsoft Teams in online EFL learning. Furthermore, researching students' speaking anxiety can help motivate students to use the target language in real-life and encourage students to speak English without anxiety. Acquiring data on student anxiety will be a valuable contribution to teachers so that they can provide appropriate solutions to overcome anxiety and can improve their teaching skills.

## **B. RESEARCH METHOD**

This study adopted a case study as the research design to find the result. The qualitative case study method was utilized in this research to investigate the understanding process and to investigate social or human problems. To obtain data on students speaking anxiety experiences, this study used observation, questionnaires, and interviews. There were 14 participants in this research. 14 students of the vocational school are observed for the questionnaire. After using FLCAS 4 participants were chosen as representatives for the interview. Furthermore, all participants of the research are second-year students with an age range from 16-17 years old who experience online EFL learning.

Observations were conducted in the eleventh-grade class during virtual meetings through the Microsoft Teams platform to directly see and understand how speaking anxiety arises in online learning. The researcher used Google Forms as a tool for collecting this data. The questionnaire with guidelines adapted from

Horwitz et al. (1986) consists of 33 closed-ended statements using a Five Likert scale. The researcher used a questionnaire to obtain data on speaking anxiety type. In this research, interviews would be conducted semi-structured to research subjects with guidelines adapted from Kondo & Yang (2004) and Horwitz et al. (1986).

### C. FINDINGS AND DISCUSSION

General pattern findings of this study refer to communication apprehension, test anxiety, and fear of negative evaluation becoming anxiety types of this research. Preparation, relaxation, positive thinking, peer thinking, positive outlook, and nonverbal practice are strategies used by students to overcome their speaking anxiety.

#### *Findings*

##### *Students' Speaking Anxiety Types in Classroom Discussion Learning Through Microsoft Teams*

The items presented represent communication apprehension in the foreign language course. The numbers represent the number of student responses in each choice on a statement indicating apprehension about speaking a foreign language.

Table 1. The Students' Response to Communication apprehension Statement Items

No.	Expression	SA	A	N	D	SD
1	I never feel quite sure of myself when I am speaking in my English class.	2	11	1	-	-
4	It frightens me when I don't understand what the teacher is saying in English.	4	9	1	-	-
9	I start to be panic when I have to speak without preparation in English class.	9	3	-	1	1
27	I get nervous and confused when I am speaking in my English class.	3	10	1	-	-

Communication of apprehension is fear of or concern about communicating with others characterizes this type of shyness. This type of anxiety is found based on

students' responses to questionnaires. Students report that they are afraid to speak a foreign language. As can be seen from Table 1. showed a high percentage in statement item number 1 "I never feel quite sure of myself when I am speaking in my English class" (78.6%); also, in statement item number 27 "I get nervous and confused when I am speaking in my English class" (71.4%) meanwhile statement number 4 and 9 "It frightens me when I don't understand what the teacher is saying in English" "I start to be panic when I have to speak without preparation in English class." (64.3%). When anxious students have to show themselves in front of others, they experience intense self-consciousness.



Figure 1. the Students' Questionnaire Response in Communication Apprehension Statement

This type of anxiety is distinguished by students' fear of exposing themselves in front of others. As can be seen in Figure 1. statement item "I never feel quite sure of myself when I am speaking in my English class" in the red section with a total of 11 students (78.6) agreed with this statement, while the blue section stated that as many as 2 students (7.1%) agreed very much, and in the orange section 1 student (7.1%) respond neutral to the statement. Students claim to be self-conscious about their abilities to speak in public and to have difficulty with public speaking. The statement is reinforced by the results of interviews with students who experience this type of anxiety, they mention that they feel a deep feeling of

self-awareness when met with situations that are difficult to face. They feel shame and unsure when speaking English. Here is the excerpt from the students:

Excerpt 1:

*“I feel embarrassed to answer the teacher's question in front of friends.”*

Excerpt 2:

*“Always feel uh whether this is true or false, then I am also confused because the vocabulary I know is limited.”*

(Student 1 and 2 statement, interview on June 15, 2022, translated by the researcher)

This type of anxiety also leads students to have bad expectations of themselves, students with communication apprehension also tend to blame inadequate self-abilities. The fear of playing an active role in classroom learning is also one of the characteristics of communication apprehension. Students with this type of anxiety tend to withdraw from situations that require them to play an active role in speaking using the target language, they avoid being monitored by others. Students acknowledged difficulties in oral communication, as well as listening to or comprehending a spoken message; this anxiety pervading foreign language acquisition stems from direct personal experience that one will almost likely struggle to comprehend people and make oneself understood.

27. Saya gugup dan bingung ketika berbicara Bahasa Inggris.  
14 jawaban

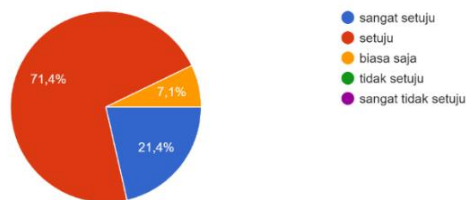


Figure 2. The Students' Questionnaire Response in Communication Apprehension Statement

The characteristic of this type of anxiety is that students feel afraid to speak the foreign language. As shown in Figure 2, in the statement item "I get nervous and confused when I am speaking in my English class" in the red section, there were 10 students (71.4%) who agreed with this statement, indicating that students feel nervous and confused when talking in English class. While in the blue section 3 students (21.4%) responded strongly agree with this statement, then in the orange section, there was 1 student (7.1%) who responded neutral. They are not sure to speak English because of their inadequate speaking skills.

Table 2. The Students' Response to Test Anxiety Statement Items

No.	Expression	SA	A	N	D	SD
10	I worry about the consequences of failing my English class.	5	8	-	-	1
16	Even if I am well prepared for English class, I feel anxious about it.	3	9	2	-	-
19	I am afraid that my English teacher is ready to correct every mistake I make.	1	8	4	1	-

The test anxiety is the second type of anxiety experienced by students based on questionnaire results. Test Anxiety is a type of performance anxiety driven on by a fear of failure. The questionnaire results showed the highest total in statements item 16 "Even if I am well prepared for English class, I feel anxious about it." 9 students (64.3%) responded with agreement, while statements item number 10 and 19 "I worry about the consequences of failing my English class" "I am afraid that my English teacher is ready to correct every mistake I make" there are 8 students (57,1%) in each statement respond agreed with the statements. Anxious students frequently place unreasonable standards on themselves and believe that anything less than ideal performance is a failure; students with this sort of anxiety always feel tested and believe that correction is a failure, making them fearful of receiving correction from others. In other words, while under the tension of judgment due to potential failure, a person becomes anxious and frightened.



10. Saya mengkhawatirkan akibat yang akan saya dapatkan jika gagal dalam mata pelajaran Bahasa Inggris.  
14 jawaban

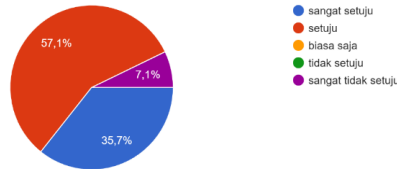


Figure 3. The Students' Questionnaire Response in Test Anxiety Statement

In Figure 3. the statement item "I worry about the consequences of failing my English class." In the red section, there were 8 students (57.1%) who responded in agreement with this statement, while in the blue section there were 5 students (35.7) who answered strongly in agreement, while in the purple section there was 1 student (7.1%) who gave a strongly disagree response to this statement. Students who are worried are more likely to struggle since tests are often and even the smartest and perhaps most prepared students can make mistakes. This was supported by the data from the interviews, below is an excerpt from a student who experiences this type of anxiety:

Excerpt 1: *"When there is an assessment from the teacher for the final grade, I am very afraid of getting a bad score in English subjects, I am afraid of failure. When tested by the teacher, it causes a feeling of nervousness and anxiety to the point of sweating."*

(Student 4 statement, interview on June 15, 2022, translated by the researcher)

19. Saya khawatir jika guru saya mengoreksi kesalahan berbicara bahasa Inggris yang saya buat.  
14 jawaban

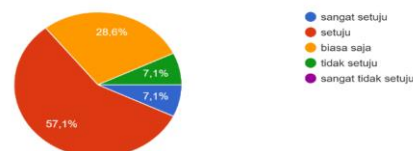


Figure 4. The Students' Questionnaire Response in Test Anxiety Statement

The other characteristic in this type of anxiety is assuming that every correction is a failure. As can be seen in Figure 4. the statement "I am afraid that my English teacher is ready to correct every mistake I make" in the red section there were 8 students (57.1%) who responded in agreement with this statement, while in the orange section there were 4 students (28.6%) who responded neutral, while in the blue and green section there was 1 student in each (7.1%) who responded strongly agreed and disagreed with this statement. A very anxious student is distracted by worries about their lack of competence and the higher potential of others. Students also argue that the teacher wants them to perform the best, so they feel fear when the teacher prepares to give a correction. As a result, rather than focusing solely on task completion, a student divides their attention between anxieties and task completion. Here is an excerpt from an anxious student:

Excerpt 2: *"I was very anxious and felt a lack of confidence because I think When the teacher corrects what I say or corrects my answer while speaking English, it means that I fail to convey or answer the questions from the material correctly."*

(Student 4 statement, interview on June 15, 2022, translated by the researcher)

Table 3. the Students' Response to Fear of Negative Evaluation Statement Items

No.	Expression	SA	A	N	D	SD
7	I keep thinking that the other students are better at English than I am.	3	9	1	1	-
13	It embarrasses me to volunteer answers in my English class.	1	10	3	-	-
25	English class moves so quickly I worry about getting left behind.	4	8	1	1	-
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	6	8	-	-	-

The type of anxiety found in students' responses through questionnaires and interviews is fear of negative evaluation. Fear of negative evaluation is a worry of being evaluated by others and the expectation that others would be evaluated oneself negatively. As shown in Table 3, statement item number 13 "It

embarrasses me to volunteer answers in my English class." (71.4%) and statement item number 7 "I keep thinking that the other students are better at English than I am." (64.3%) while statements item number 25 and 33 "English class moves so quickly I worry about getting left behind." "I get nervous when the English teacher asks questions which I haven't prepared in advance." (57,1%).

This form of anxiety leads students to believe that other students are better at language acquisition and speak a foreign language fluently than they are. They were underestimating their abilities and felt inferior to their peers.

7. Menurut saya kemampuan Bahasa Inggris teman saya lebih baik.  
14 jawaban

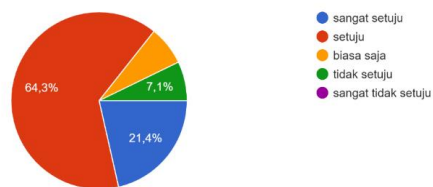


Figure 5. The Students' Questionnaire Response in Fear of Negative Evaluation Statement

Students think that they do not have the ability to speak a foreign language as well as their classmates. As in Figure 5. the statement "I keep thinking that the other students are better at English than I am" in the red section there were 9 students (64.3%) responded in agreement with this statement, while in the blue section there were 3 students (21.4%) who responded strongly in agreement, while in the green and orange sections there was 1 student each (7.1%) who disagreed and were neutral. They underestimated their abilities and felt inferior to their classmates. It seems that this is what makes them tense in the classroom. This was supported by data from the interviews, below is an excerpt from the students who experience this type of anxiety:

Excerpt 1: *"I once felt anxious when learning English being asked to answer questions suddenly, I felt that my abilities were not as good as other friends."*

(Student 3 statement, interview on June 15, 2022, translated by the researcher)

Students report that they feel depressed if they are laughed at by friends or get a negative response from their teachers and friends, this is also one of the things that increase anxiety in students. Based on the results of interviews students report that they are always prejudiced to get negative evaluations from others. Students also might be overly sensitive to their peers' evaluations, whether real or imagined. Below is the excerpt from anxious students:

Excerpt 2: *"During the online class, it wasn't just my class that participated in the English Vicon activity, but there were several other classes that were put together and there were teachers from other classes as well so that made me feel nervous and anxious to imagine how they would react after I spoke."*

Excerpt 3: *"After I'm done my friend and the teacher will probably give an input if I've made a mistake, that's what makes me sometimes anxious for fear of being given negative input from either the teacher or friends."*

(Student 3 statement, interview on June 15, 2022, translated by the researcher)

### *Students' Strategies to Overcome Speaking Anxiety in Classroom Discussion Learning Through Microsoft Teams*

#### *Preparation*

Based on the results of observations, researchers found that students who experience anxiety use this strategy to overcome their anxiety, students who feel anxious tend to always want to prepare anything related to the material to be discussed, and the method used is aimed at preparing students as well as possible when facing difficult situations or when students face situations that have to answer teacher questions suddenly. This is reinforced by the statement in

interview of anxious students, here is the excerpt from students who used this strategy:

Excerpt 1: *"I usually make the best possible preparation before speaking, continue to be more confident in speaking, when speaking also in my own style without having to follow others."*

(Student 1 statement, interview on June 15, 2022, translated by the researcher)

Excerpt 2: *"Usually before learning I have studied the material to be explained, because the material for the next week is usually already shared through E-learning I prepared a small note about the related materials and what I should say about the material."*

(Student 3 statement, interview on June 15, 2022, translated by the researcher)

### *Relaxation*

Besides the preparation strategy, the researcher also found that relaxation strategies are used by students when experiencing anxiety, by calming themselves down such as taking a deep breath, closing their eyes for a moment, and playing with their hands. Students who use this strategy tend to try to create a comfortable learning environment, and good self-control can reduce their anxiety so this strategy is used. This is reinforced by the following excerpt from the anxious student that using this strategy:

Excerpt 1: *"The first thing I do I try to be as calm as possible to face a situation that makes me anxious."*

Excerpt 1: *"I have to make the atmosphere when learning English fun, sis, sometimes I also feel that when I am in English class it is very stressful, so I can minimize it by trying to be more relaxed enjoying learning."*

(Student 3 statement, interview on June 15, 2022, translated by the researcher)

### *Positive thinking*

Through observation, the researcher learned that anxious students overcome their anxiety by trying to be more confident, although students experience anxiety, they still try to enjoy learning, try to stay positive, or do not take it too seriously, students who use this strategy try to keep talking express their opinions even though in the delivery many word fillers are used but they try to confidently display the ones best. Trying to be confident is one of the strategies students use to overcome situations that increase anxiety, students use positive-minded strategies to help them stay confident despite experiencing anxiety. Below is an excerpt from an anxious student that using this strategy:

Excerpt 1: *"Yes, sis, precisely what I do is try to stay confident even though I am nervous or afraid of wrong things when speaking, but I still try to be sure and believe in myself."*

Excerpt 2: *"Yes, right sis, I'm trying to respond positively to situations that I find difficult and make me nervous or anxious."*

(Student 2&3 statement, interview on June 15, 2022, translated by the researcher)

### *Peer Thinking*

From the observations researcher found one way to overcome anxiety, students try to discuss with their peers, students who experience anxiety try to exchange ideas with friends or teachers to add their insights and understand other points of view, and students think that the problems they experience are not only difficult for themselves but also difficult for other students. Below is an excerpt from the students that using this strategy:

Excerpt 1: *"I often exchange opinions with friends or other people who I met on social media or even through games, exchanging opinions to practice speaking, open up thoughts and insights."*

(Student 1 statement, interview on June 15, 2022, translated by the researcher)

### *Positive Outlook*

In addition to the four strategies discussed above, based on the response results from the interview, the researcher found other strategies used by a student to overcome anxiety. The student devises strategies to defend herself from the negative consequences of anxiousness during her public speaking appearances. She motivates herself to see her failures as opportunities to improve her target language skills rather than as a setback. Following is a statement from a student using this strategy:

Excerpt 1: *"I also think, it's okay not to understand yet because we are still both learning, right."*

(Student 2 statement, interview on June 15, 2022, translated by the researcher)

### *Nonverbal practice*

One of the strategies used by a student to overcome anxiety is to read foreign language books, both academic books, and non-academic books. The goal is to enrich vocabulary. The student read the target language book to practice familiarizing herself with the target language so that there is a curiosity to know the target language and increase student insight into the target language. Here's an excerpt from a student using this strategy:

Excerpt 1: *"I also read fictional English books to enrich my English vocabulary."*

Reading can introduce her to new vocabulary and sentences, she gets new views and thoughts after reading that can be used as a reference for use in the future class. The student reported that reading is a useful activity to enhance her English skills. Here is the interview excerpt from the student who used this strategy:

Excerpt 2: *"Very useful sis, because from reading I gained new knowledge about its grammar or vocabulary that I had never known before, so what I didn't know before became known, it was because of reading sis."*

### ***Discussion***

Based on the results of the questionnaire, communication apprehension is one type of speaking anxiety experienced by students during the learning process. They admitted that they were never confident in their ability to speak English., and also feel a deep self-consciousness, the feeling of nervousness and confusion experienced by students when speaking in English class. As stated by Horwitz (1986) People who struggle to talk in groups are more likely to struggle even more in a foreign language class, where they have less control over the communicative environment and their performance is continually assessed. Students with this type of anxiety also feel fear if they do not understand what the other person is saying, students who experience this communication apprehension anxiety feel that to learn a foreign language they need to be understood by others and understand all the language input to be able to comprehend the target language essential message.

Test anxiety is a sort of performance anxiety caused by a fear of failing (Horwitz et al., 1986). In sensitive students, oral tests have the potential to cause both test and oral communication anxiety. Test anxiety is very widespread in the language classroom due to the nature of constant performance reviews. Learners who struggle with test anxiety see the foreign language process, particularly oral production, as a risk rather than a chance to increase their communication skills and speaking abilities.

Fear of negative evaluation occurs when foreign language learners believe they are unable of generating the appropriate social impression, and it is a concern regarding other people's evaluations (Aydin, 2008; Szyszka, 2016). Students revealed that they feel embarrassed to volunteer answers in English class, they keep thinking other students are better at English than them. They also expressed concern about falling behind in English class since it happens so rapidly, and they



are frightened when the teacher asks questions that they have not prepared in advance. It is discovered when foreign language learners are hesitant to produce the appropriate social impression and are fearful of being judged by others (Aydin, 2008; Szyszka, 2016). An anxious student is passive and withdrawn in the classroom because they are frightened of peer or teacher judgment.

According to Abdul (2018), The students' strategy was to better prepare themselves before speaking, to make it a habit to study English regularly, and to study hard the day before they spoke English in class. According to Kondo and Young (2004), the implementation of this strategy is predicted to improve students' mastery of subjectively perceived subject matter and, as a result, reduce anxiety associated with language classes. Students try to understand the material before learning it, they have previously learned about the material that the teacher will discuss. According to Kondo and Young (2004), relaxation entails strategies aimed at lowering somatic anxiety symptoms. Relaxation helps students feel at ease in their learning environment, which reduces anxiety. Abdul (2018) emphasizes that although the relaxing strategy may not be completely successful, it can reduce students' anxiety in front of the classroom. Students that employ this strategy tend to strive for a comfortable learning environment as well as good self-control. As stated by Abdul (2018) Students always believe that they can speak English, that they can be confident when they speak English, and that they can provide a wonderful performance when they speak English in class. These approaches are meant to provide comfort to anxious students by distracting them from stressful situations with positive and pleasant stimuli. Discussing can provide students with insight into how the rules of using the target language in sentences apply and become an exercise to help them speak more fluently, students can write down the newly heard vocabulary and look it up in the dictionary, discussing can also provide students with insight into how the rules of

using the target language in sentences apply and become an exercise to help them speak more fluently.

Students who utilize this strategy acquire the notion that mistakes are part of learning, and students who use this strategy embrace mistakes or corrections as natural things to occur during learning. One of the frequently discussed strategies for overcoming speaking anxiety, according to Tulgar (2018), is to view mistakes as a natural part of the language acquisition process. The student used to read English books for enjoyment and academic needs as a coping strategy. This self-directed reading was classified as self-directed learning since she was able to learn any material based on her interests. As a result of being recognized for her learning preferences and interests, this self-initiative has increased her motivation and passion. She stated that reading allowed her to become acquainted with new English vocabulary and how these phrases were used in sentences.

#### **D. CONCLUSION AND SUGGESTION**

##### ***Conclusion***

Based on data analysis and the result of the study, it can be concluded all of the participants were experiencing speaking anxiety with disparate types. The majority of participants declared that they had nervousness and anxious experience. Based on the findings of this study, two students demonstrated that their fear of speaking English stemmed from learner assumptions about language acquisition. They expressed concern because they believe their English is inadequate, and they are concerned about being judged negatively by their peers.

Meanwhile, two students stated that their nervousness stemmed from both interpersonal and personal anxiety; they were concerned because they did not trust in themselves and felt shy in front of their peers or teachers. The reality that nervous students were concerned that they will not grasp all of the linguistic

information. They felt that in order to understand the target language message, they must understand every word that was uttered. One student expressed nervousness about classroom instruction, implying that she was concerned about making mistakes. This learner appeared to feel continually tested and to regard every correction as a failure. For her, anything less than faultless test results was considered a failure.

Preparation was the most commonly utilized strategy by students to lessen their fear when speaking English. The students with this strategy tried to make studying hard habits, they tried to prepare themselves self-better before learning. Then there was a relaxation strategy employed by one student. The student with this strategy tended to calm down herself first when she was facing difficult situations, she tried to make a comfortable learning environment to reduce the tense atmosphere when learning English. There were two students who used positive thinking to reduce their anxiety in speaking English. They tried to respond to the situations that make them anxious positively. They tended to try to be confident and believe in themselves while keep enjoying the learning. There were also two students who had other strategies to reduce their anxiety. There was one student who used a positive outlook as a strategy to overcome her speaking anxiety, she considered mistakes as a natural part of learning English. She used her mistakes as a way to develop her skill in English, she did not take it seriously the mistakes she makes. Then, there was one student who used useful tools like books and dictionaries to overcome her speaking anxiety. She thought reading English books was a useful activity to enhance her vocabulary in English, she used an online dictionary to correct her mispronunciation and find the meaning of every word she meets in a specific text.

### ***Suggestion***

As discussed previously, one of the reasons of anxiousness is classroom practice, which includes how the correction frightens students; thus, teachers should consider creating a pleasant classroom environment for students. As a consequence, students may study without being concerned about making mistakes. Teachers' motivation is also crucial for students when their anxiety makes it difficult for them to study. Teachers' motivation is to increase students' confidence and courage so that they may study and speak English in front of the class without fear of being corrected.

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