



FLSP STUDENTS' ANXIETY AND THEIR LEARNING STRATEGIES IN SPEAKING CLASS

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ABSTRACT

This study investigated the Foreign Language for Specific Purposes (FLSP) students' anxiety and learning strategies in speaking instruction. To gain insight into FLSP students' speaking anxiety and learning strategies, this study applied a descriptive qualitative research design. A Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and a semi-structured interview were used to collect data from 26 FLSP students for the study. The results were described in percentages and elaborated in the description. The results regarding the students' anxiety revealed that 7 out of 26 students (27%) experienced low anxiety, 17 out of 26 students (65%) encountered moderate anxiety, and 2 (8%) students experienced high anxiety. Furthermore, the results regarding the students' learning strategies showed that strategies such as preparation, practicing before speaking, and positive thinking helped students reduce anxiety in FLSP speaking performance. Implementing the appropriate strategies in FLSP speaking is significant as learning FLSP is more complex than general or academic English as it involves numerous foreign terms.

Keywords: *anxiety; FLSP students; learning strategies; speaking class*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji kecemasan dan strategi pembelajaran mahasiswa FLSP kelas *speaking*. Untuk mendapatkan wawasan tentang kecemasan berbicara dan strategi belajar mahasiswa FLSP, penelitian ini menerapkan desain kualitatif deskriptif. Selanjutnya, penelitian ini menggunakan kuesioner Skala Kecemasan Kelas Bahasa Asing (FLCAS) dan wawancara semi-terstruktur untuk mengumpulkan data dari 26 mahasiswa FLSP. Hasilnya kemudian dijelaskan dalam persentase dan dijabarkan dalam deskripsi. Hasil penelitian mengenai kecemasan mahasiswa menunjukkan bahwa 7 dari 26 siswa (27%) mengalami kecemasan rendah, 17 dari 26 mahasiswa (65%) mengalami kecemasan sedang, dan 2 (8%) mahasiswa mengalami kecemasan tinggi. Selanjutnya, hasil mengenai strategi belajar menunjukkan bahwa persiapan, berlatih, dan berpikir positif membantu mahasiswa untuk mengurangi kecemasan mereka dalam berbicara bahasa Inggris. Menerapkan strategi yang tepat sangat penting karena pada prakteknya, mempelajari FLSP lebih kompleks daripada bahasa Inggris umum atau akademik karena banyak melibatkan istilah asing.

Kata Kunci: *kecemasan; kelas speaking; mahasiswa FLSP; strategi pembelajaran*

INTRODUCTION

In the era of globalization, communicating in English is increasingly needed. As a global language, English is undoubtedly used by most people worldwide as their communication device. In addition, learning English also affects people's lives, especially their careers. Therefore, people with good English skills have more opportunities to expand their careers in a broader setting. In general, there are four skills in learning English: speaking, writing, listening, and reading. Compared to the other three, speaking is the most vital skill to be learned. In line with this, Nunan

(1991) stated that “for most individuals, speaking is the essential aspect of learning a second or foreign language, and success is determined in accordance with the capability to have a dialogue in that language.” Thus, it is evident that being able to speak fluently indicates success in learning English.

Although speaking is the key success factor in learning English, it is the most difficult skill. Most EFL students consider speaking the most challenging skill to be mastered since it involves numerous aspects and components. According to Richards (2008), speaking activity refers to a conversation practice in which the speaker uses discourse markers, repetition, and stress to highlight the critical points to organize information in an easily comprehensible way. He added that speaking consists of several components, including mastering a new sound system, vocabulary, grammatical structures, and verbal competence. Brown (2004) explained that speaking includes five components: grammar, vocabulary, comprehension, fluency, and pronunciation. As some aspects and components need to be considered, it is no wonder most EFL students frequently encounter difficulties in speaking. These difficulties are capable of triggering students' anxiety.

Anxiety is widespread in foreign language learning, particularly in speaking instruction. According to Horwitz et al. (1986), tension, fear, uneasiness, and worry are all symptoms of anxiety caused by an activation of the autonomic nervous system. Clark & Beck (2012) described anxiety as apprehension and physical stimulation caused by our inability to control or predict the future. As a result, we may be anxious about future events, such as practicing speaking in a class, doing interview, etc. Furthermore, Waters (2003) affirmed that anxiety concerns fear about something that happened. Therefore, due to the prior literature, it can be taken into a conclusion that anxiety in speaking refers to the feeling of fear of expressing an idea, which leads to students' inactivity during the speaking process.

The typical triggers of speaking anxiety are cognitive, affective, and performance problems. Cognitive deals with topics like genres, interlocutors, and processing demands. Tuan & Mai (2015) stated that lack of topical knowledge was the root of high anxiety that made students to talk seldom or not at all during the speaking class, as they were unable to come up with anything to say. Next, affective refers to the student's feelings and personalities. Kasbi & Shirvan (2017) also found that students' interests had an influence on the lack of topical knowledge that led to high speaking anxiety. The students were unable to study certain topics further as they lacked interest in them. Hence, the students are anxious when requested to speak because they need to figure out what to say. The next factor is called the performance factor. Speaking anxiety, according to Anandari (2015), mainly arose when students had to speak in front of the audience. Consequently, many of them found it difficult, frustrating, and shy to speak in front of others.

Anxiety is also capable of affecting the students' abilities to take in new information (input), incorporate and retrieve schemata (processing), and produce verbal utterances (Chou, 2018). Moreover, many researchers (Horwitz et al., 1986; Lucas et al., 2011; Anandari, 2015; Ahmed, 2016; Akkakoson, 2016; Erdiana et al., 2020; Sholikh, 2021) have explored anxiety in foreign language learning, specifically in speaking instructions. This indicates that anxiety has been a crucial issue in learning to speak. As the previous studies revealed that EFL students often

experience anxiety and participate passively in speaking classes; the teachers need to take some severe actions. One of the ways is by implementing several appropriate techniques that can effectively help students reduce their speaking anxiety and, at the same time, motivate them to speak. Besides teachers, students also need to develop their learning strategies.

According to Oxford (1990), learning strategies refer to the steps the students take to make the learning process successful. In other words, learning strategies are techniques the students use to achieve their learning goals, solve their learning problems, and accomplish tasks in the learning process. Furthermore, Oxford (1990) added that learning strategies are essential in language learning as they can encourage students to be more independent in learning a foreign language. Besides, they can also stimulate students' active involvement and develop their oral communication competence. In addition, learning strategies are significant in boosting students' self-direction in learning (Oxford, 1990).

In agreement with the researcher's observation in one of the FLSP-Speaking classes at one of the private universities in Malang, most students showed anxiety when speaking in front of the class. Only a few students in the class could speak with confidence, while others seemed nervous and anxious. However, despite their anxiety, the FLSP students used some strategies to reduce their anxiety during their speaking performances. Each student employed different strategies which they considered helpful in reducing speaking anxiety. When asked why they used specific strategies, students confirmed that their strategies significantly reduced their speaking anxiety.

Several researchers have previously conducted studies of students' anxiety and learning strategies in speaking instruction. Zhiping & Paramasivam (2013) researched international students at Malaysian universities for their anxiety about speaking English in class. Nigerians were shown to be unafraid of speaking; however, Iranians and Algerians were more apprehensive when receiving negative feedback or communication fear. According to the study, students utilized ways to deal with nervousness, such as, eluding eye contact, being with close friends, employing expressive reactions, and even remaining silent during speaking class. Furthermore, Ahmed (2016) investigated the speaking anxiety experienced by ELF students at Kurdish University. The study discovered that most EFL students at Kurdish University encountered speaking anxiety. To reduce anxiety, EFL students used preparation and rehearsal before speaking. The results revealed that those strategies were influential not only in reducing anxiety but also improved EFL students' confidence in speaking. Next, Lucas et al. (2011) conducted a study investigating the sources of anxiety and the learning strategies used by students to manage their anxiety. The results discovered that most students experienced anxiety while learning English. Feeling anxious about the upcoming test and worry of criticism were the main factors in the students' anxiety. The students mostly implemented the vocabulary strategy to overcome anxiety. It was discovered that the vocabulary strategy helped the students learn to speak. Additionally, in a full and partial EMI setting, Chou (2018) examined the university students' anxiety, coping mechanisms, and challenges when speaking English. According to the study's

results, the students who got partial EMI had high anxiety levels, a lack of confidence, and unfavorable attitudes toward learning English. Regarding strategies, students experiencing anxiety found out that rehearsal and paraphrasing effectively reduced anxiety.

Prior studies have explored the students' anxiety and their learning strategies to reduce anxiety in speaking instruction. However, they mostly involved EFL students studying academic English (Zhiping & Paramasivam, 2013; Ahmed, 2016; Chou, 2018; and Lucas et al., 2011). They have not explored the students' anxiety and learning strategies in FLSP context. In fact, learning FLSP is a complex process that requires students to learn English concerning their major. For example, students major in Pharmacy study English for pharmaceutical purposes. Learning English for Pharmacy certainly includes numerous pharmaceutical terms. Besides, the learning topics and activities are commonly set following the workplace setting. Thus, compared to the general and academic English, learning FLSP is more complex and potentially triggers students to experience anxiety. Based on prior statements, it can be presumed that it is significant to study FLSP students' anxiety and their ways of coping with anxiety during the speaking instruction. It is anticipated that the study would be able to help students toward effective speaking anxiety-reduction techniques. Moreover, examining FLSP anxiety and learning strategies is expected to assist FLSP teachers in employing the most suitable teaching strategies for students with different anxiety levels.

Following the introduction of the study, the researcher formulates the succeeding research problems:

1. What are FLSP students' anxiety levels in speaking class?
2. How do FLSP students overcome their anxiety in speaking class?

METHOD

This study aims at determining the FLSP students' anxiety levels and their learning strategies for dealing with anxiety in speaking instruction. To better comprehend the phenomena that occur in the speaking instruction, the study's results were described in detail. Therefore, in this study, a descriptive qualitative method was implemented. According to Miles & Huberman (2014), "qualitative research's main task is to describe how people in particular settings come to understand, account for, take action, and otherwise manage their day-to-day situations." Twenty-six first-semester FLSP students from the Pharmacy department were selected as the research participants. The research participants were selected based on several considerations. First, following the preliminary observation, the FLSP students experienced anxiety in speaking class. Thus, the researcher aspired to further explore FLSP students' anxiety levels in the broader context. Second, the FLSP students used various learning strategies in speaking instruction. Finally, based on the observation conducted by the researcher, FLSP students with varying anxiety levels used different learning strategies. Therefore, the researcher was motivated to investigate their learning strategies in speaking instruction.

The data for FLSP students' anxiety levels were collected using a questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by

Horwitz et al. (1986). Ten items out of thirty-three were specially selected for this research. The researcher only took ten items because some items in FLCAS are similar. Therefore, to ease students' understanding of the questionnaire's items and minimize the possibility of error measurement, the researcher decided to adapt those ten items.

Additionally, semi-structured interviews via video call were used to gather the data regarding FISP students' learning strategies for overcoming anxiety in speaking instruction. Five interview items adapted from Horwitz et al. (1986) and Yahya (2013) were explicitly employed to collect the data (see **Appendix 2** for the list of interview questions). Moreover, eight students were involved in semi-structured interviews. They were selected as they encountered a high anxiety

For the data analysis, the researcher first examined the data from the questionnaire items to measure the level of speaking anxiety. Next, the researcher employed the FLCAS questionnaire scale (scale point 1-5) proposed by (Debreli & Demirkan, 2015) to evaluate the data. Each of the questionnaire's ten items is rated on a 5-point scale varying from Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and lastly, Strongly Disagree (1). The students had to choose one of those five scales. Debreli and Demirkan (2016), as cited in Erdiana et al. (2020), affirmed that the lowest score is 33 points for each item, while the highest score is 165 points. Moreover, the researcher averaged the students' questionnaire scores to determine the levels of students' anxiety by. Debreli and Demirkan (2016) classified the score into three categories, as in Table 1.

Table 1. The range of anxiety
 (Source: Debreli & Demirkan, 2015)

The average score	Category
≤99	Low
99-132	Moderate
≥132	High

Table 1 reveals that the average score range was classified into three categories. First, a total average score of 99 indicates low anxiety. Second, a score on average between 99-132 implies moderate anxiety, while an average score above 132 signifies a high anxiety.

The data from the interviews were transcribed and analyzed using Miles and Huberman's (2014) proposed sequence of processes called data condensation, data display, and conclusion drawing or verification. In data condensation, the researcher transforms the data collected from the interview. Then, the researcher summarized the data gathered from the interview. These processes were done following Miles & Huberman's (2004:31) statement, which explained that data condensation is helpful to "sharpen, sort, focus, discard, and organize data in such a way that conclusions can be drawn or verified."

After condensing the data, the researcher displayed the results of data condensation results in a table. At this point, the researcher used a table or tabular form to display the data with the purpose of categorizing each strategy and activity employed by the research participants to reduce their anxiety during speaking performances. Miles and Huberman (2014) stated that a tabular form aims to arrange data for simple viewing in one location, allows for detailed analysis, and

prepares the stage for later cross-case analysis with similar cases or sites. Finally, the data presented in the table were thoroughly described in the conclusion drawing or verification.

FINDINGS

This part describes the findings of the data analysis. It is written based on the studied aspects: (1) anxiety levels and (2) strategies for overcoming anxiety in speaking instruction.

Finding 1 (FLSP students' anxiety levels in speaking instruction)

Table 2 displays the results of the students' speaking anxiety based on the survey. It reveals that the lowest average (66) indicates low anxiety, and the highest score (155) indicates high anxiety. In accordance with the analysis result, the researcher discovered that the students' levels of anxiety were divided into three categories: low, moderate, and high.

Table 2. The student's average score and anxiety category

Student no.	Total Questionnaire Score	Average Score		Category
		total score	$\times 30$ number of Items (10)	
1	35	115		Moderate
2	35	115		Moderate
3	47	155		High
4	29	96		Low
5	32	106		Moderate
6	20	66		Low
7	30	99		Moderate
8	35	115		Moderate
9	39	129		Moderate
10	40	132		Moderate
11	35	115		Moderate
12	42	139		High
13	25	82		Low
14	38	125		Moderate
15	27	89		Low
16	32	106		Moderate
17	28	92		Low
18	33	109		Moderate
19	39	129		Moderate
20	36	119		Moderate
21	29	96		Low
22	30	99		Moderate
23	36	119		Moderate
24	29	96		Low
25	35	115		Moderate
26	35	115		Moderate

Table 3 shows a further detailed result. According to the following table, 27% (7 students) encountered low speaking anxiety, 65% (17 students) encountered moderate, and 8% (2 students) encountered high. Therefore, it can be stated that students mainly encountered moderate anxiety in speaking activities.

Table 3. The level of students' speaking anxiety

Level of Students' Anxiety	Total Students	Percentage
Low	7	27%
Moderate	17	65%
High	2	8%
Total	26	100

Table 4 displays the situations in which most students encountered high anxiety levels. Based on table 4, most students encountered high anxiety on items number 4, 5, 6, 7, and 9 (students who achieved a score ≥ 132) (i.e. "I think that the other students are better at speaking English than I am"; "I feel shy when answering questions in English"; "I start to panic when I have to speak without preparation in a language class"; "Even if I am well-prepared for a language class"; "I feel anxious about it"; "I can feel my heart pounding when I'm going to be called in a language class"). Next, in items 1, 2, 3, 5, and 8, most students encountered a moderate anxiety level (i.e. "I don't have confidence when speaking English in class"; "I feel uncomfortable about speaking English in front of others"; "It frightens me when I do not understand what the teacher is saying in a foreign language class"; "I feel shy when answering questions in English"; "I am afraid that my language teacher is ready to correct every mistake I make")

Table 4. FLCAS items and students' anxiety

Items	Number of Responses		
	Low	Moderate	High
I don't have self-confidence when speaking English in class	6 (19.8%)	14 (46.2%)	6 (19.8%)
I feel uncomfortable about speaking English in front of other students	8 (26.4%)	10 (33%)	8 (26.4%)
It frightens me when I don't understand what the teacher is saying in a foreign language class.	8 (26.4%)	10 (33%)	8 (26.4%)
I think the other students are better at speaking English than I am.	0 (0%)	8 (26.4%)	18 (59.4%)
I feel shy when answering questions in English.	2 (6.6%)	12 (39.6%)	12 (39.6%)
I start to panic when I have to speak without preparation in a language class.	1(3.3%)	7 (23.1%)	18 (59.4%)
Even if I am well-prepared for a language class, I feel anxious about it.	4 (13.2%)	9 (29.7%)	13 (42.9%)
I am afraid that my language teacher is ready to correct every mistake I make.	10 (33%)	12 (39.6%)	4 (13.2%)
I can feel my heart pounding when I'm going to be called on in language class.	4 (13.2%)	7 (23.1%)	15 (49.5%)
I am afraid other students will laugh at me when I speak a foreign language.	5 (16.5%)	15 (49.5%)	6 (19.8%)

Finding 2 (FLSP students' learning strategies to reduce anxiety in speaking instruction)

The interviews uncovered that FLSP students employ several strategies to lessen anxiety in their speaking performances. The following section describes FLSP students' strategies for reducing speaking anxiety.

Doing well preparation

Five students responded that they frequently prepare for their speaking performances. The preparation can be done by reading and memorizing the materials that will be performed in speaking performances. Based on the students' views, preparation, such as reading and memorizing the materials first, can help them to reduce anxiety:

"I always do preparation by reading the materials repeatedly before my speaking performance. After reading the materials, I memorize the materials that I am going to present. By doing so, my speaking anxiety can be decreased." (Interview: P1, P2, P4, P7, P8)

Practicing before performing speaking

Four students replied that they practiced speaking in front of a mirror. While practicing, they keep repeating their speaking practice until they fully understand and memorize the materials they will perform. In addition, students also practice with the other members of the group whenever they have group performances:

"Before performing, I practice speaking in front of the mirror repetitively. Then, when the performance is done in a group, I always practice with the other members before the speaking performance starts. Practicing in front of a mirror or with other group members helps me overcome anxiety and present the best speaking performance." (Interview: P3, P5, P6, P8)

Positive thinking and being confident

Two FLSP students answered that positive thinking and confidence are effective strategies for reducing anxiety. The three students said that they always think that they can perform well in speaking performances. They also avoid overthinking the mistakes they are probably going to make while performing speaking. Instead, they assume that errors and mistakes in speaking are typical and that they will learn from the mistakes to improve their performances:

"When I got nervous, I pushed myself to think positively by saying 'I can do this' or 'Everything will be fine'. Next, I always avoid overthinking the mistakes I possibly make during the speaking performance. If I make mistakes, the lecturer will give me feedback, and I can correct my mistakes in the next performance." (Interview: P4, P5)

Checking the correct pronunciation

One FLSP student continuously checks and practices the pronunciation of particular words before speaking. Checking and practicing pronunciation are capable of helping students to avoid errors in pronunciation:

"Sometimes, I do not know how to pronounce particular words correctly. Thus, I always check the pronunciation of those words in a dictionary. After knowing the correct pronunciation, I continually repeat it until I can pronounce it accurately." (Interview: P1)

Calming down and Catching Breath

One FLSP learner replied that she often experiences trembling, heart pounding, and nervousness when speaking in front of others. To lower their anxiety, students try to calm down and catch their breath before performing speaking. Generally, students relax by thinking optimistically that they can perform speaking ideally. Besides being relaxing, students also try to breathe slowly before speaking performances. This effort can help them to calm down and reduce their speaking anxiety:

“Whenever I feel anxious, I always calm myself down and try to be more relaxed. I always say to myself, ‘I can perform speaking well’ or ‘Everything will be okay, there is nothing to worry’. Then, I also catch my breath before the speaking performance.” (Interview: P8)

Praying and Drinking Water

Seventh, one FLSP learner said that praying and drinking water is effective in minimizing the feeling of anxiety in speaking performances. She revealed that before performing speaking, she encountered excessive nervousness. Thus, she always prays and drinks a glass of water. By doing so, she becomes more relaxed, and her level of anxiety can be reduced:

“I feel nervous before the speaking performance. To reduce my nervousness, I always pray by reciting *Basmalah*. This strategy is effective in minimizing my anxiety. Next, before the speaking performance, I drink a glass of water. Drinking a glass of water helps me to be more relaxed.” (Interview: P6)

Table 1 shows the strategies and details of ESP students’ activities to reduce their speaking anxiety.

Table 1. FLSP students’ strategies in reducing speaking anxiety.

STRATEGIES	ACTIVITIES
Doing well preparation	<ol style="list-style-type: none"> 1. Reading and comprehending the materials a couple of times before performing speaking. 2. Memorizing the materials that are going to be presented in the speaking performance.
Practicing before performing speaking	<ol style="list-style-type: none"> 1. Practicing speaking in front of the mirror 2. Repeating a speaking practice until the students are fluent in delivering their speaking materials. 3. When it comes to group performance, students practice their speaking performance with the other group members.
Positive thinking and being confident	<ol style="list-style-type: none"> 1. Thinking positively that their speaking performances will run well. 2. Avoiding overthinking their speaking performances. 3. Making mistakes during speaking performance is normal and can help them improve their speaking skills for future performance. 4. Convincing themselves by saying ‘I can do it’ before speaking performances.

	5. Being confident in performing speaking.
Checking the correct pronunciation	1. Checking the pronunciation of particular words in a dictionary. 2. Practicing how to pronounce English words before speaking.
Calming down and catching their breath	1. Calming down by avoiding negative thinking. 2. Catching breath, such as inhaling and exhaling a couple of times before doing speaking performances.
Praying and Drinking water	1. Reciting <i>Basmalah</i> before speaking performance. 2. Drinking water before performing speaking.

DISCUSSION

This part compares the research findings to previous studies and literature. It is generally organized based on the studied aspects: FLSP students' anxiety levels and strategies to overcome anxiety in speaking instruction.

FLSP Students' Anxiety Levels in Speaking Instruction

The findings from the questionnaire disclosed that 7 students (27%) experienced low anxiety, 17 students (65%) experienced a moderate anxiety, and 2 students (8%) experienced a high anxiety. The analysis results also showed that the students' anxiety level is divided into three: low level (99), moderate level (99-132), and high level (> 132). In line with this, Shumin (2002) mentioned that there are anxiety levels: low, moderate, and high. Students whose anxiety scores are below average experience low anxiety. Students whose anxiety scores are within the range of an average score experience moderate anxiety. Additionally, students whose anxiety scores are above average faced high anxiety. Based on this theory, the majority of 26 students in this study encountered moderate anxiety (65%), followed by low anxiety (27%), and the least was high anxiety (8%) with only two students. Erdiana et al. (2020) similarly reported that most Indonesian EFL students had moderate anxiety with an average score of ranging from 99 to 132.

In addition, although the students experienced moderate anxiety levels in this study, their anxiety levels were distinct from one another. The distinct levels of students' speaking anxiety depend on the circumstance that makes students anxious to speak in English. Zhiping & Paramasivam (2013) stated that some circumstances, such as feeling shy about speaking in front of many people and fear of teachers and other students evaluations and comments, appear to be the causes that make students feel anxious about speaking English. In this study, it was discovered that the students frequently felt anxious about speaking English in class (see Table 4), followed by circumstances where they lacked of confidence when speaking English in class, felt shy when answering questions in English, got panicked when speaking without preparation in a language class, and were afraid of being evaluated by the teachers for their mistakes.

FLSP Students' Strategies for Reducing Anxiety in Speaking Instruction

The interviews revealed that FLSP students developed some strategies to overcome their anxiety. First, preparing well was the most frequently used strategy by FLSP students. In one of the meetings, the students were asked to describe

medicine. For this material, the students were required to use not only English words but also pharmaceutical terms, for instance *Antihistamines*, *Decongestants*, *Expectorants*, etc. As there were many vocabularies and terms to be used, the students were afraid of being unable to present the material and pronounce the terms correctly. Thus, they frequently prepare, for example, by reading and memorizing the materials that will be presented a day before their speaking performance. Preparation helps to lower students' speaking anxiety. Tulgar (2018) reported that good preparation for a speaking class could assist students in overcoming speaking anxiety. Moreover, Kondo & Ying-Ling (2004) affirmed that preparation strategies are valuable in helping students better understand the learning materials and reduce their anxiety.

Apart from reading and memorization, it was found that speaking practice was frequently used by several FLSP students to diminish their anxiety. In one meeting, the students were asked to give a prescription for a patient's illness. They worked in pairs and were given some roles (i.e. a pharmacist and a patient) and situations. Each pair should create a dialogue in accordance with one situation and present it in front of the class. The students revealed that they self-practiced their dialogue with their partners before the performances. Self-practice was valuable in helping them to memorize the presentation material and reduce their anxiety. This finding is in line with Tulgar (2018), who affirmed that practicing aloud effectively decreased anxiety in speaking. Thus, students felt more relaxed and ready to speak in their performances. Moreover, Akkakoson (2016) also considered speaking practice as a valuable way of dealing with anxiety.

Furthermore, positive thinking and confident strategies effectively reduced FLSP students' speaking anxiety. Most students are anxious whenever they have speaking performances. They were afraid that they would make mistakes, especially with their pronunciation, and the lecturer would give them a negative evaluation as a result. According to Anandari (2015), pronunciation was one of the issues that contributed to students' language anxiety. To lessen their anxiety, students tried to think optimistically that they could present an excellent speaking performance. They also tried not to worry about the mistakes they made while speaking. As a result, students agreed that making mistakes was expected, and the lecturer's feedback helped them to improve their pronunciation. In line with this, Tulgar (2018) reported that students developed a strategy to minimize their anxiety during speaking performances. They reassured themselves to see their errors as opportunities to improve their proficiency in the target language rather than as significant issues. Furthermore, Kondo & Ying-Ling (2004) explain that positive thinking strategies, for instance, visualizing oneself making an outstanding performance and trying to relish the tension, can relieve anxious students. By implementing this strategy, they could overcome their fear of making mistakes.

Next, the FLSP students checked the pronunciation of particular English words and pharmaceutical terms. In speaking, pronunciation is included as one of the crucial components and is also comprised as one of the assessment criteria. Students were aware of this matter, which triggered them to feel anxious. They were afraid of mispronouncing English words while giving speaking performances. Thus,

students frequently check the pronunciations of specific words in a dictionary first and practice them repetitively before speaking performances. Based on Gani et al. (2015), practicing pronunciation repeatedly helps students improve their pronunciation ability. Hence, they will gain the confidence to speak in front of others and reduce their anxiety.

Moreover, calming down and catching breath strategies helped reduce speaking anxiety. FLSP students responded that when they were nervous, they did relax before the speaking performance. Kondo & Ying-Ling (2004) stated that relaxation could be done by calming down and taking a deep breath. The interviews revealed that students relaxed by calming themselves down and catching their breath before the speaking performances. These strategies aided students in lowering their speaking anxiety. In parallel with the interview results, Widhayanti (2018) reported that relaxation strategies, such as being calm and deep breathing, helped students release their anxiety about speaking.

Finally, praying and drinking water were other strategies reduce speaking anxiety. FLSP students often experience excessive nervousness before speaking performances. This condition was able to affect their speaking presentations. Thus, students prayed and drank water before the speaking performance. Praying and drinking a glass of water were effective ways to make students more at ease and relaxed. In agreement with this, a research led by Sari (2016) revealed that by praying and drinking water before a speaking performance, students could become more relaxed, and their anxiety could be lowered.

CONCLUSION

This study aims to discover FLSP students' anxiety and learning strategies in speaking instruction. The findings indicated that 65% of students encountered a moderate anxiety, 27% encountered a low anxiety, and 8% encountered a high anxiety. The prime sources of their anxiety were: having lack of self-assurance when speaking in English class; feeling awkward when performing speaking in front of other students; feeling shy when responding questions in English; feeling panic when speaking with lack of preparation in a language class, and feeling afraid of getting negative evaluation from the teachers for their mistakes. These sources of anxiety can be inputs for English teachers, particularly those who teach EFL students, to be concerned about finding solutions to assist students reduce their anxiety when speaking English.

Furthermore, the data from the interview confirmed that FLSP students employed some strategies to lessen their anxiety. Strategies like reading and memorization were mainly used by FLSP students, followed by self-practice and positive thinking. Moreover, some students preferred to check the pronunciation of particular English words before speaking. Other strategies, for example, calming down, catching breath, praying, and the students also implemented drinking water. The data from the interview revealed that these strategies were effective in reducing students' speaking anxiety. By implementing previous strategies, not only students' anxiety can be reduced, but also their confidence can be improved. As a result, their speaking performances can be done effectively.

Based on the study's results, several recommendations are suggested for future researchers. First, as this study only explores FLSP students' anxiety levels and their learning strategies in speaking instruction, future researchers should study anxiety and learning strategies in a wider context and settings to gain broader results. Second, since the current study only focused on examining FLSP students' anxiety levels and learning strategies, more in-depth studies are needed, explicitly investigating anxiety factors and teachers' strategies to reduce students' anxiety. Finally, the study's findings are anticipated to add information regarding anxiety and learning strategies used by FLSP students in Indonesia.

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APPENDICES

APPENDIX 1. FLCAS Questionnaire

No.	Statement	Responses				
		SA	A	N	D	SD
1	I don't have self-confidence when speaking English in class					
2	I feel uncomfortable about speaking English in front of other students					
3	It frightens me when I don't understand what the teacher is saying in a foreign language class.					
4	I think the other students are better at speaking in English than I am.					
5	I feel shy when answering questions in English.					
6	I start to panic when I have to speak without preparation in a language class.					
7	Even if I am well-prepared for a language class, I feel anxious about it.					
8	I am afraid that my language teacher is ready to correct every mistake I make.					
9	I can feel my heart pounding when I'm going to be called on in language class.					
10	I am afraid other students will laugh at me when I speak a foreign language.					

Note: SA (Strongly Agree); A (Agree); N (Neutral); D (Disagree); SD (Strongly Disagree)

APPENDIX 2. Interview Questions

1. What do you do to improve confidence in your speaking performances?
2. What do you do to reduce your panic when speaking without preparation?
3. What do you do to reduce your anxiety during speaking performances?
4. What do you do to reduce your shyness when speaking in front of a lecturer and other students?
5. What do you do to reduce nervousness when you are called on in a speaking class?