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ABSTRACT
This research aimed to find out the types of students’ speaking anxiety and students’ strategies to cope with their speaking anxiety in an EFL classroom. This research was conducted using descriptive qualitative method. The data collected by using observation checklist, in-depth interview, and online questionnaire. The participants of this research were students of first, third, and fifth semesters in Business English Communication program, Universitas Negeri Makassar. Based on the results of this research, it was found that there are more students who experience state anxiety and situation-specific anxiety than trait anxiety, as the type of anxiety that occurs when speaking English as a foreign language. Moreover, it was found that most students in the first, third, and fifth semesters used various techniques in doing preparation, relaxation, positive thinking, and seeking a peer as strategies to cope with speaking anxiety.

Keywords: Speaking anxiety, strategies, EFL Classroom

1. Introduction
Speaking English as a Foreign Language (EFL) is not only necessary for students who study English as a target language but it is also a beneficial activity to practice more and more the use of English in various communicative situations. For students of English as a foreign language, they are expected to speak and communicate in English about various discussion topics. That way, they can manage to use English to understand and comprehend information within the interaction since a lot of sources are written and spoken in English.

To speak English is mandatory in English speaking class. Students are expected to speak because the class needs to hear their ideas and to prove their English performance. According to Sailun and Idayani (2018:65), speaking is an important skill for English students to master at the university level since it is required for them to improve their ability to express their opinions orally. However, Harmer (2001) said that students feel frustrated about the complexity of speaking a foreign language, which is because there are many factors involved in speaking. These unexpected factors, such as lack of confidence psychologically and mentally, unprepared materials, discouraging atmosphere, or unfit physical condition, could make students frustrated and feel anxious when speaking English as a foreign language. As a result, each student might feel a different type of anxiety since the students feel anxious for different reasons, which may have come from themselves or their surroundings. Therefore this research aimed to find out the types of students’ speaking anxiety in an EFL classroom and to find out their strategies to cope with their speaking anxiety.

According to Brown (2000: 151), anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, and worry. To put it in another word, anxiety can be generally associated with threats to self-efficacy and appraisals of situations as threatening (Pappamihiel, 2002: 331). Therefore, it can be inferred that anxiety is a set of negative emotions such as uneasiness, frustration, self-doubt, apprehension, and worry as a response to a particular situation or something that might happen in the future.
Furthermore, Horwitz, and Cope (1986: 127), propose conceptual foundations of foreign language anxiety. Based on them, foreign language anxiety appears in the form of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is a type of shyness characterized by fear of or anxiety about communication with people. According to McCroskey J.C in Wrench (2014), communication apprehension is “in individual’s fear or anxiety associated with either real or anticipated communication with another person or persons”.

Based on Sarason in Oxford (1999: 64), test anxiety is “the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation”. This means that this kind of anxiety may have a negative experience on their previous tests which makes them fear that the upcoming test would fail. Another anxiety related to foreign language learning is fear of negative evaluation. Watson and Friend, as cited in Horwitz (1986: 128), define fear of negative evaluation as “apprehension about others”, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively”.

According to Ellis, (1994:479) there are three common types of anxiety, they are state anxiety, trait anxiety, and situation-specific anxiety.

1) State anxiety

Most people have experienced state anxiety, commonly known as normal anxiety. According to Horwitz (2011:31), anxiety is a feeling of worry caused by a frightening situation. This type of anxiety was temporary and occurred in response to a particular stressful situation. So, the researcher concluded that state anxiety was a situational worry that disappeared as soon as the threatening situation was over. For instance, students felt anxious if the teacher asked them to answer the questions without giving them enough time to prepare the answers. It can be seen from how the students responded to the questions by smiling or stammering. It is supported by Koch and Terrel (1991), who stated that being called on to respond orally can produce anxiety. Then, Oxford (1999:60) added that stammering, masking behavior (smiling, joking, etc.), conversational withdrawal, avoiding eye contact, and being unable to reproduce the sounds or intonation of the target language even after repeating are the characteristics of anxiety.

2) Trait anxiety

In some situations, anxiety is more extreme and lasts longer. This is known as "trait anxiety". According to Horwitz (2011:41), trait anxiety is a tendency to respond to situations with anxiety even if they are not threatening. People with trait anxiety worried more than most people and saw several things in their surroundings as unreasonably threatening. So, the researcher concluded that trait anxiety was a person's tendency to be worried to respond to the situations. For instance, the students who always feel anxious when entering an EFL classroom, even though they were not asked by the teacher to answer the questions directly in front of their peers. According to Oxford (1999:60), anxious people are characterized by avoiding interactions and eye contact and will trembling when doing public speaking.

3) Situation-specific anxiety

The persistent and multifaceted nature of some worries is known as "situation-specific anxiety." It is caused by a particular situation or event, such as public speaking, exams, or classroom involvement (Ellis, 1994:480). So, the researcher concluded that situation-specific anxiety was defined as an individual's tendency to be worried at a specific time and situation. It is a subtype of state anxiety that is shown in more specific contexts, such as getting a presentation task. Students who were given tasks by the teacher for presentations in front of their peers might feel anxious because they were being the center of attention during a presentations. It is supported by Koch and Terrell (1991), who state that speaking in front of peers is the most anxiety-producing activity.
After all, anxiety was a negative emotion that must be avoided in the classroom, even though it was so difficult. According to Kondo and Ling (2004: 262), there are four strategies to reduce the anxiety.

1) Preparation

It referred to the attempts of learners to prevent a threat in the classroom by enhancing learning and learning methods. Many students felt anxious because they didn’t have preparation. There were several ways to plan, including reading materials before class, taking second-language classes in or out of school, asking for support from peers and teachers, and concentrating on particular areas that cause anxiety (Kondo and Ling, 2004: 262)

2) Relaxation

According to Kondo and Ling (2004:262), relaxation aims to reduce the signs of anxiety faced by learners, such as trying to calm down. If students were scared of answering questions from English teachers, they needed to be relaxed so that they could think and answer freely.

3) Positive Thinking

This means that the learners should think positively about their performance and that they were no less than the others. Holding positive thoughts about the situation that was going to occur helped students reduce anxiety and made them feel comfortable.

4) Seeking a Peer

It was characterized by the desire of the learners to look after someone who was more confident and close to them. If students wanted to share their experience with other students on their own strategies to reduce anxiety, this would have a positive effect on them.

2. Method

This research was descriptive qualitative research. The participants of this research were students of the first, third, and fifth semesters of Business English Communication (BEC) Program at Universitas Negeri Makassar. The participants were chosen purposively by considering their experience and characteristics of anxiety during speaking English in an EFL classroom and fulfilling the criteria of Martha and Kresno (2016). They assumed that there were at least two conditions to be met when determining the number of informants or participants, namely the adequacy and suitability of the criteria. There were four criteria: active participants of the research, involved in research culture, having ample time to be an informant, and conveying the information using their own language.

This research used observation checklist, in-depth interview, and online questionnaire.

1) Observation Checklist

The study employed the observation checklist to collect the data in the field in order to find out the types of students’ speaking anxiety. The items on the observation checklist were adopted from Ellis’s theory of types of students’ speaking anxiety (1994).

2) In-depth Interview

An in-depth interview was used to support the results of the observation checklist by finding more specific information about the types of students’ speaking anxiety in an EFL classroom. Therefore, there were 6 students, which consisted of 2 students from each semester. They were labelled as: P1 and P2 from the first semester; P3 and P4 from the second semester; P5 and P6 from the third semester.

3) Online Questionnaire

This research used an online questionnaire that consisted of open-ended questions to find out the students’ strategies to cope with speaking anxiety. The open-ended questions on questionnaires were adopted from the theory of Kondo and Ling (2004) about students’ strategies to cope with speaking anxiety.

2.1. Data Analysis
This research used the framework of qualitative analysis developed by Miles and Huberman (1994) that consisted of three major phases. They are data reduction, data display, and conclusion drawing/verification. In reducing the data, the researchers have chosen the aspects of the data that appear in the results of observation, an in-depth interview, and an online questionnaire. Then, they emphasized, minimized, or completely set aside the data for the purposes of this research. In the end, they examined all the relevant data sources for a description that was used for the research findings.

Furthermore, the researchers displayed the data that had been reduced in order to facilitate data interpretation. Then, they drew meaning from the data displayed. They checked the validity of the data using a triangulation strategy. Hence, they examined multiple sources—observation, in-depth interview, and online questionnaire responses—to obtain the valid findings of the research.

3. Results

As mentioned in the previous chapter, this research aims to find out the types of students’ speaking anxiety in an EFL classroom; and the students’ strategies to cope with speaking anxiety:

3.1. The Types of Students’ Speaking Anxiety in an EFL Classroom.

a) State Anxiety

It was found that state anxiety was experienced by students at every level of the semester. Based on the results of the observation checklist, most students in the first, third, and fifth semesters felt anxious when asked to answer the questions directly. It was characterized by being nervous, stammering, trembling, and avoiding eye contact. These characteristics also appeared when the lecturer announced a presentation task to the students. The student representative in the first semester was P2. Based on the observation checklist, he showed some characteristics of anxiety, like being nervous and avoiding eye contact when the lecturer announced a presentation task. It was proved by the result of an in-depth interview:

"Saya gugup karena saya takut akan lupa dengan materi dan pelafalan saya akan tidak bagus di depan kelas"

(I am nervous because I am afraid I will forget the material and my pronunciation will be bad in front of the class)

Furthermore, P3, as the representative of students in the third semester, was seen to be nervous and stammer when asked to answer the questions directly. It was proved by the result of an in-depth interview:

"Saya merasa bingung dan gagap (jedah panjang saat berbicara) saat ditanyai langsung, saya juga merasa cemas jika saya tidak memahami materi pertanyaannya walaupun sebenarnya saya senang berbicara di depan kelas"

(I am feeling confused and stammering (long pause) when asked to directly answer the questions, I am also nervous if I don’t understand the material of the question, even though I love to speak in front of people)

In line with that, P6, as the representatives of students in the fifth semester, also showed a characteristic of anxiety, like being nervous and stammering when asked to answer the questions directly. It was proved by the result of an in-depth interview:

"Sedikit gugup dan gagap (jedah panjang saat berbicara) jika saya tidak memahami pertanyaannya. Sebenarnya saya senang untuk berbicara di depan kelas"

(I get a little bit nervous and stammer (long pause) when asked to directly answer the questions. Actually, I love to speak in front of the class)
b) Trait Anxiety

It was found that trait anxiety was not experienced by students at every level of the semester. Based on the results of the observation checklist, only a few students in the first and fifth semesters experienced this type of anxiety, and none in the third. Students with this type of anxiety felt anxious when entering the speaking class. It was characterized by being nervous, stammering, avoiding eye contact, and trembling.

P1 was the representative of students in the first semester. Based on the observation checklist, she showed some characteristics of anxiety, like being nervous and avoiding eye contact when entering a speaking class. It was proved by the result of an in-depth interview:

“Saya gugup dan menghindari kontak mata karena dari dulu saya memang selalu cemas untuk berbicara di depan banyak orang walaupun di dalam kelas”

(I was nervous and avoided eye contact because I always feel anxious to speak in front of people, even in class)

In line with that, P5, as the representatives of students in the fifth semester, also showed a characteristic of anxiety, like being nervous and avoiding eye contact when entering a speaking class. It was proved by the result of an in-depth interview:

“Saya merasa gugup dan menghindari guru karena saya takut lupa materi. Kemudian pelafalan dan kosa kata saya juga masih sangat kurang untuk berbicara”

(I was nervous and avoided eye contact because I was afraid that if I forgot the material. Then, my pronunciation and vocabulary would not be enough to speak)

c) Situation-Specific Anxiety

Situation-specific anxiety can be said to be a subtype of state anxiety. In line with that, this type of anxiety was also experienced by students at every level of the semester. Based on the results of the observation checklist, most students in the first, third, and fifth semesters felt anxious when the teacher asked students to do the speaking activity in front of the class, like presenting or doing a dialogue and being the center of attention. It was characterized by being nervous, stammering, avoiding eye contact, and trembling. Moreover, it was found that some students with situation-specific anxiety immediately forgot their material during the presentation.

P1 was the representative of students in the first semester. Based on the observation checklist, she showed some characteristics of anxiety, like being nervous, stammering, trembling, avoiding eye contact and forgetting the material when being the center of attention during a presentation. It was proved by the result of an in-depth interview:

“Saya pastinya merasa gugup dan sering mengatakan “eee” karena sering lupa materi. Tangan dan kaki saya yang biasanya gemetar saat persentasi. Saya tunduk membaca materi (menghindari kontak mata) kerana merasa tidak nyaman menjadi pusat perhatian dan berbicara di depan banyak orang”

(Of course, I was nervous and always said "eee" because I often forgot the material. My hands and legs were trembling during the presentation. I was reading the material (avoiding eye contact) because I felt uncomfortable being the center of attention and speaking in front of people)

In line with that, P4, as the representative of students in the third semester, was seen to be nervous, stammer, tremble, avoid eye contact and forget the material when being the center of attention during a presentation activity. It was proved by the result of an in-depth interview:
In line with that, P5, as the representative of students in the fifth semester, also showed a characteristic of anxiety, like being nervous, stammering, trembling, avoiding eye contact and forgetting the material when being the center of attention during a presentation. It was proved by the result of an in-depth interview:

“I was nervous and trembled because I think my pronunciation was false, and sometimes I immediately stammered (eee) when I forgot what I have to said the next”

3.2. The Students’ Strategies to Cope with Speaking Anxiety

a) Preparation

It was found that preparation strategies were used by students at every level of the semester. Based on the online questionnaire, most students in the first, third, and fifth semesters used this strategy to cope with speaking anxiety. Some students prepared themselves by preparing the material and finding other references to support the material. Then, the others learning the material repeatedly and practicing it in front of a mirror or their friends.

According to P1, as the representative of students in the first semester, she answered "yes" to all questions in the preparation section. According to her, she prepared the material to speak well in front of the class, and she tried to find other references to add some information to the material that she will explain in front of the class. Moreover, she noted that she learned the material before to understand it better, and she practiced the material in front of a mirror or her friends to avoid feeling nervous so that she could speak well and have a great performance. In line with that, P3, as the representative of students in the third semester, also answered "yes" to all questions in the preparation section. According to her, she prepared the material to understand more about what she will explain to others, and she tried to find other references to learn about the experiences of other people with the material. Moreover, she noted that she learned the material before to avoid forgetting it and minimize her nervousness. Before speaking in front of the class, she practiced the material in front of a mirror or with friends to perfect her mimicry and gesture.

Furthermore, P6, as the representative of students in the fifth semester, answered "yes" to all questions in the preparation section. According to him, he prepared the material to speak well in front of the class, and he tried to find other references to support and ensure his material. Moreover, he noted that he learned the material repeatedly and practiced the material in front of a mirror or his friends to speak fluently and have a great performance in front of the class.

b) Relaxation

It was found that relaxation strategies were used by students at every level of the semester. Based on the online questionnaire, most students in the first, third, and fifth semesters used this strategy to cope with speaking anxiety. Some students relaxed themselves by fulfilling their physical needs (having enough food, drink, and sleep), calming down, and entertaining themselves.

P2 was a representative of students in the first semester. He answered two "yes" and one "no" to questions in the relaxation section.
According to him, he was fulfilling his physical needs in order to have a lot of energy to speak in front of the class. He also stated that calming down was important to help him speak well in front of the class. However, he stated that he never entertained himself before speaking in front of the class.

Furthermore, P3, as the representative of students in the third semester, answered "yes" to all questions in the relaxation section. According to her, fulfilling physical needs was important before speaking in front of the class, and calming down was needed to keep her focused. It was also the key to not forgetting the material. She also noted that she was entertaining herself by thinking that people will accept and understand the material that she will explain.

P5, as the representative of students in the fifth semester, answered "yes" to all questions in the relaxation section. According to him, he was fulfilling his physical needs in order to keep his energy and focus while speaking in front of the class. He also stated that calming down was needed to keep him stable, and entertaining himself was done to increase his confidence.

c) Positive Thinking

It was found that strategies of positive thinking were used by students at every level of the semester. Based on the online questionnaire, most students in the first, third, and fifth semesters used this strategy to cope with speaking anxiety. Students developed positive thinking by thinking about the benefits of speaking English, thinking about the things that inspire them when they speak English, and avoiding thoughts about obstacles.

According to P2, as the representative of students in the first semester, he answered "yes" to all questions in the section on positive thinking. According to him, he was thinking about the benefits of speaking English and the things that inspire him when he speaks English in order to help him perform and speak well in front of the class. He also stated that he was avoiding thoughts about obstacles because they might disturb him when he speaks English. In line with that, According to P4, as the representative of students in the third semester, she answered "yes" to all questions in the section on positive thinking. According to her, she always thinks about the benefits of speaking English and the things that inspire her in order to increase her spirit before speaking English in front of the class. She also stated that she was avoiding thoughts about obstacles because they disturbed her concentration.

Furthermore, P6, as the representative of students in the fifth semester, answered "yes" to all questions in the section on positive thinking. According to him, he was thinking about the benefits of speaking English and the things that inspire him when speaking English, like increasing his knowledge for speaking English and being able to use it later. He also stated that he was avoiding thoughts about obstacles because they might disturb his concentration.

d) Seeking a Peer

It was found that strategies for seeking a peer were used by students at every level of the semester. Based on the online questionnaire, most students in the first, third, and fifth semesters used this strategy to cope with speaking anxiety. The students' strategies for seeking a peer has more confidence and who is closer to them to confirm their ability to speak English in front of the class.

P1 was a representative of students in the first semester. She answered "yes" to all questions in the section about seeking peer. According to her, she was seeking a peer who has more confidence and who is closer to her in order to have a great performance by receiving good advice and fixing her mistake in pronouncing a word. In line with that, P4 was a representative of students in the third
semester. She answered "yes" to all questions in the section about seeking peer. According to her, she was seeking a peer who has more confidence and who is closer to her in order to get good advice and fix her mistake when speaking English.

Furthermore, P5 was a representative of students in the fifth semester. He answered "yes" to all questions in the section about seeking peer. According to him, he was seeking a peer who has more confidence to help him identify and fix his mistakes when speaking English. He also stated that he was seeking out her closest peer to have enough support.

4. Discussion
4.1. The Types of Students’ Speaking Anxiety in an EFL Classroom.

According to the research findings, it showed that most students at every level of the semester experienced state anxiety and situation-specific anxiety as the types of students’ speaking anxiety in an EFL classroom. However, trait anxiety was not experienced by students at every level of the semester; there were no students with trait anxiety in the third semester. It can be described as follows:

a) State Anxiety

Based on the research findings, state anxiety was experienced by most students at every level of the semester. It was found that most students felt anxious when asked to answer the questions directly since they did not understand the questions yet. It is supported by Koch and Terrel (1991), who stated that being called on to respond orally can produce anxiety. Moreover, Weda et al. (2018) states that the students became nervous when the teacher asked questions in which they do not understand the answer of the questions.

Furthermore, most students were anxious when the lecturer announced a presentation task because they were afraid of the frightening situations that would arise during the presentation, including forgetting the material. It was supported by Horwitz (2011:31), who stated that state anxiety is a feeling of worry caused by a frightening situation. Moreover, Young (1986), stated that anxiety may manifest itself through psycholinguistic factors, including forgetting words or phrases just learned. Therefore, the researcher can conclude that the theory of Ellis (1994) about state anxiety was one of the types of anxiety that was experienced by most students in an EFL classroom, especially for speaking activities.

b) Trait Anxiety

Based on the research findings, trait anxiety was only experienced by a few students in the first and fifth semesters, and there were no students with trait anxiety in the third semester. It was found that students with this type of anxiety felt anxious when entering an EFL classroom, especially for the speaking class because they were afraid of speaking in front of their peers since they thought that their pronunciation and vocabulary weren't good enough to speak. In line with that, Jeffrey et al. (2005) stated that over-prediction toward fear can make people feel anxious. Moreover, Chan and Wu (2004:287) stated that there are five sources of speaking anxiety, including anxious personality and low proficiency. It can be seen from the characteristics shown by students, like being nervous, avoiding eye contact and interaction, and some of them were trembling when asked to speak in front of their peers. It was supported by Oxford (1999:60), who stated that anxious people are characterized by avoiding interactions and eye contact and trembling when doing public speaking. Therefore, the researcher concludes that the theory of Ellis (1994) about trait anxiety was one of the types of anxiety that was experienced by a few students in an EFL classroom.

c) Situation-Specific Anxiety
Based on the research findings, situation-specific anxiety as a subtype of state anxiety, was also experienced by most students at every level of the semester. It was found that most students felt anxious when the teacher asked students to do the speaking activity in front of peers and being the center of attention, like presenting or doing a dialogue. It is supported by Koch and Terrell (1991), who stated that speaking in front of peers is the most anxiety-producing activity. Fadlan (2017) found that fear of being the center of attention is one of the internal factors that causing the students to feel anxious in speaking. Moreover, Kenneth & Melvin (2008) stated that many people would feel greater nervousness when they were on the stage and afraid of interacting with the audience.

Therefore, it can be concluded that the theory of Ellis (1994) about situation-specific anxiety was one of the types of anxiety that was experienced by a few students in an EFL classroom.

4.2. The Students’ Strategies to Cope with Speaking Anxiety.

According to the research findings, it showed that most students at every level of the semester used preparation, relaxation, positive thinking, and seeking a peer as the students’ strategies to cope with speaking anxiety. It can be described as follows:

a) Preparation

Based on the research findings, preparation was used by most students at every level of the semester. Most students prepared themselves by preparing the material and finding other references to ensure the material by having more information and other people's experiences with the material. They were also learning and reading the material repeatedly to understand it better and to avoid forgetting the material so that they could speak fluently in front of the class. It was supported by Kondo and Ling (2004:262), who stated that there were several ways to plan, including reading materials before class, taking second-language classes in or out of school, and concentrating on particular areas that cause anxiety. Moreover, students were practicing their material in front of a mirror or in front of their friends to perfect her mimicry and gestures so that they could perform flawlessly. According to Liu (2011), he suggested that students must have more practice and build up self-confidence.

Therefore, it is concluded that preparing the material well, finding other references, learning and reading the material repeatedly, and practicing the material in front of a mirror were included in techniques for preparation strategies and were used by most students in an EFL classroom to cope with speaking anxiety.

b) Relaxation

Based on the research findings, relaxation was used by most students at every level of the semester. In line with that, Andriyani (2020) found the most dominant strategies used by students to reduce is relaxation. Most students relaxed themselves by fulfilling their physical needs (having enough food, drink, and sleep) to have a lot of energy when speaking in front of the class. They were also calming down to help them stay focused and remember the material so they could speak fluently. Moreover, they were entertaining themselves to increase their confidence and minimize nervousness in order to have a great performance. It was supported by Kondo Ling (2004:262), who stated that taking a deep breath and trying to calm down aims to reduce the signs of anxiety faced by learners. However, Murray et al. (2018), stated that examples of relaxation techniques include, but are not limited to deep breathing, meditation, progressive muscle relaxation, imagery, and others based on local cultures.

Therefore, it can be inferred that fulfilling physical needs, calming down, and entertaining themselves were included in
techniques for relaxation strategies and were used by most students in an EFL classroom to cope with speaking anxiety.

c) Positive Thinking

Based on the research findings, positive thinking strategies were used by most students at every level of the semester. In line with that, Saputra (2019) found that positive thinking and preparation were the strategies most needed for students to reduce anxiety in speaking English. Moreover, Ahangarzadeh et al. (2017) stated that positive thinking can reduce depression, anxiety, and stress. Students were thinking positively by thinking about the benefits of speaking English and the things that inspire them when they speak English, like how it will increase their skill in speaking English and they will be able to use it later. Moreover, they were avoiding thoughts about obstacles because they thought they could disturb their concentration when speaking in front of the class. It was supported by Puig-Perez et al. (2015:213), who concluded that more positive thinking led to better adaptation to the stressful situation, while negative thinking led to maladaptation.

Therefore, the researchers concluded that thinking about the benefits and the things that inspire them when speaking English and avoiding thoughts about obstacles were included in techniques for the strategies of positive thinking and were used by most students in an EFL classroom to cope with speaking anxiety.

d) Seeking a Peer

Based on the research findings, seeking a peer strategies were used by most students at every level of the semester. Students were seeking a peer who has more confidence and who is closer in order to get good advice and help them fix their mistake in pronouncing a word so they can speak confidently in front of the class. It was supported by Nunan (2001) who discovered that using peer seeking as a technique in teaching speaking can help students understand correct pronunciation by providing feedback. Moreover, Fitratullahiyah (2019: 36) found that with peers, students' speaking ability improved in terms of accuracy, with a focus on pronunciation and vocabulary, and fluency, with a focus on self-confidence and smoothness.

Therefore, the researcher concluded that seeking a peer who has more confidence and who is closer were included in techniques for the strategies of seeking a peer and were used by most students in an EFL classroom to cope with speaking anxiety.

5. Conclusion

Based on the findings and discussions, it can be concluded that there are more students who experience state anxiety and situation-specific anxiety than trait anxiety, as the type of anxiety that occurs when speaking English as a foreign language. Moreover, it was found that most students in the first, third, and fifth semesters used various techniques in doing preparation, relaxation, positive thinking, and seeking a peer as strategies to cope with speaking anxiety.

AUTHORS’ CONTRIBUTIONS

Both authors 1 and 2 conceived of the presented idea, analysed and performed the data, and wrote the paper.

Author 1 verified the analysis

Author 2 collected the data

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