

COGNITIVE AND SOCIAL STRATEGIES TO DEAL WITH ANXIETY IN SPEAKING: TYPICAL STRATEGIES AND APPLICATION

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Abstract

The emergence of anxious feelings still becomes a worrying image for language learners in the process of speaking English as a foreign language. Various studies dealing with strategies to overcome anxiety in speaking have been triggered. However, anxiety about speaking still remains existed. The current study aims to reveal cognitive and social strategies integration to relieve students' anxious feelings in speaking at Nurul Hakim Islamic Boarding School. Two research questions guided the study, i.e., what were strategies used by students to cope with anxiety in speaking? And (2) How were the strategies applied to overcome the anxiety in speaking? This study was descriptive qualitative. The research subjects were eleventh-grade students of Nurul Hakim Islamic Boarding School chosen through a purposive sampling technique. Data collection used semi-structured interviews and documentation. Data were analyzed through data reduction, data display, data verification, and conclusion. Methodological triangulation technique was used to provide valid data. The result showed that students used various strategies to get off anxiety feelings when speaking English including rehearsal, preparation, cooperation, self-talk, and relaxation. Among the strategies, the rehearsal strategy is the most dominating strategy used by students to deal with speaking anxiety. In addition, preparation and relaxation are the other strategies claimed effective to reduce students' anxiety in speaking. These strategies represent Cognitive and Social strategies with typical use in avoiding students from anxiety in speaking.

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INTRODUCTION

Having the ability to speak English has been much expected by the English learners. These learners need to master communication skills to get success in their fields in this global world (Rao, 2019). Hence, it is necessary to use understandable language when talking with others (Handayani, 2021). One who speaks should understand what will be conveyed and how to convey it in an appropriate way to achieve goals in communication. However, in the process of learning to speak, there is a common case that might happen so-called speaking anxiety. The successful advancement of speaking skill within the language learning process might be influenced by many factors, and one of which is the emergence of anxiety (Tulgar, 2018). There have been many studies on anxiety in speaking as a foreign language. Handayani (2021) found that most students feel anxiety while speaking English in the classroom. Even, almost all of the students in such foundation programs using the English language particularly tend to show uncomfortable feelings when encountered with speaking (Kouni, etc, 2022). One of the causes that has a possibility to hinder language learners' achievement of oral performance is speaking anxiety (Olmezer, etc., 2021). Further, the causes of this anxiety in speaking were the fear feeling of making mistakes to speak which uses many accents of foreign, and making

comparison between oneself with other speakers (Yenturk, et al., 2020). These findings explicitly showed how anxiety contributes to unsuccessful learners' speaking. Therefore, it is essential that speaking strategies must be further studied to avoid the learners anxiety.

Anxiety is similar to fear as these senses involve high levels of arousal (Ormrod, Anderman, & Anderman, 2006). Anxiety is an uneasy feeling that usually emerges in learning and social context (Abrar 2017). On the other hand, foreign language anxiety is particularly anxiety related to language use (Abdillah, 2018). In an academic context, foreign language anxiety is a specific situation of anxiety related to the language learning context (Istioah 2021). This type of anxiety typically occurs only when the students face a situation where they need to perform a speech. Anxiety is a feeling of nervousness, tension, and apprehension categorized as one of the main factors affecting students' speaking performance (Ulandari, 2018). Anxiety usually appears in classroom activities, since speaking activities are known as anxiety-provoking factors (Abdillah, 2018). Anxiety has a negative impact on students' academic achievement because it is debilitating in the process of language learning (Javed et al. 2013).

Anxiety is uncomfortable emotion when danger is perceived, and the victim has a powerless feeling with the expression of tension (Setiadi & Junaid 2020). Anxiety is characterized by fear of finding oneself in certain social situations such as speaking in a group of people or carrying out specific tasks (Maina, Mauri, & Rossi 2016). Individual with social anxiety is afraid of failing in certain situations and then being judged by others (Maina et al. 2016). To sum up, anxiety is a psychological reaction toward an uncomfortable situation that makes the victims feel less confident in doing something. There are two factors affecting anxiety; threat and challenge. Learners are more likely to experience anxiety when they face a threat or situation in which they have little chance of succeeding. Learners also can experience anxiety when they face a challenge. It means they believe they can probably succeed with reasonable effort (Ormrod et al. 2006). In short, threatening and challenging situations are the two factors that usually affect students' anxiety. For example, when they face a difficult test in a classroom and think they need to give more effort to finish the test.

Many researchers divide the types of anxiety in varied ways. There are two types of anxiety that are most well known namely state and trait anxiety (Abdillah, 2018). State anxiety is a situational anxiety that disappears when the threatening situation goes away, while trait anxiety is the tendency of a person to be nervous about the situation (Abdillah, 2018). State anxiety also could be defined as a temporary feeling of anxiety, for example when the students feel anxious before a difficult test or before speaking to a large group (Ormrod et al. 2006). In addition, trait anxiety is a chronic condition that hampered performance. For example, when the students show a pattern of responding with anxiety even in non-threatening situations (Ormrod et al. 2006). In conclusion, the factors of state anxiety come from external factors such as threatening situations. While the factors of trait anxiety come from internal factors such as victims' health conditions in certain situations. Both state and trait anxiety surely could affect students' speaking performance in classroom activities.

Foreign Language Anxiety

Foreign language anxiety is particularly anxiety related to language use (Abdillah, 2018). Anxiety usually appears in classroom activities, because speaking activities are known as anxiety-provoking factors (Abdillah, 2018). Anxiety is one of the problems in speaking especially when the students are required to involve in English conversation (Andriyani, 2020). Anxiety has a negative impact to students' academic achievement because it is debilitating in the process of language learning (Javed et al. 2013). In addition, Pratama (2018) says "...they experience emotions like fear and anxiety, leading to become nervous. This phenomenon is called public speaking anxiety".

Based on the discussion above, anxiety in speaking is specific anxiety indicated by the uncomfortable feeling that make the students show psychological symptoms, going blank, or feel freezing while speaking in public. This type of anxiety typically occurs only when the students face the situation where they need to perform speech. Anxiety in speaking has something to do with the atmosphere and the mental condition of the students. In conclusion, anxiety in speaking is foreign language anxiety which is particular anxiety in academic context such as communication apprehension, nervous, or shy, that occurs when the students involve in speaking activity.

There are three factors caused performance anxiety in academic and social context namely communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al. 1986). Communication apprehension clearly plays a major role in language anxiety. Communication apprehension is a type of shyness that is characterized by fear; it is also characterized by anxiety about communicating with people. Test anxiety is also involved in foreign language anxiety. Test anxiety is a type of performance anxiety that come from fear of failure. The students who feel test anxiety usually put unrealistic demands and think that imperfect performance is a failure. Fear of negative evaluation could be defined as apprehension toward peoples' evaluation, evaluative situations, avoidance, and the expectation that others would give negative evaluation to oneself. Therefore, such anxiety in speaking should be resolved by applying strategies to provide better speaking ability.

Generic Learning Strategies

Strategies is an alternate construct for shaping objectives in learner training (Wenden 1998). Strategies also could be defined as special ways of processing information that can enhance learning and comprehension (O'Malley & Chamot 1991). In short, strategy is a technique that can help students become a confident learner (Syinta, 2021). There are three generic strategies: cognitive, metacognitive and social strategies (O'Malley & Chamot 1991). Cognitive strategies involve interacting mentally or physically with the material to be learned. While, metacognitive is executive skills that involves self-awareness toward language achievement. In addition, social strategies involve interaction with another person or the use of affective control to assist learning (O'Malley & Chamot 1991). Students who want to reduce speaking anxiety should employ strategies such as strategies that are included in metacognitive, cognitive, and social strategies.

Strategies to Reduce Anxiety in Speaking

Marwan (2007) found that there are four strategies used by students to reduce anxiety in speaking namely preparation, relaxation, positive thinking and peer seeking. First, Preparation is a strategy that students can use to reduce anxiety by improving their learning in attempt to control the impending threat. The examples of preparation strategies are summarizing, studying harder, or note taking. The second is relaxation which is involves particular tactics in speaking context that aimed to reduce somatic anxiety symptoms. The examples of relaxation are taking deep breath and trying to be calm. The third strategy is positive thinking, this strategy involves processes that underlie students' anxiety in speaking such as thinking about giving a great performance or enjoying the tension while speaking. The fourth is peer seeking which could be distinguished by learners' willingness to look for other learners that experienced anxiety in attempt to help each other reducing anxiety. In other words, to look for others (peers) means to cooperate in solving speaking anxiety problem. Social comparison may serve as a source of emotional regulation (Kondo & Ying-Ling, 2004).

Most of the students have been affected by language strategies to deal with their difficulties in learning English (Marlin et al. 2021). Strategies can help students enhance their learning aspect such as confidence, skills, and motivation (Shi, 2017). It means that strategies

can help students overcome speaking anxiety. Mistar and Umamah (2014) in their study have shown that strategies correlate to students speaking ability. In short, students use strategies to enhance speaking ability in language learning process (Marlin et al. 2021). Students who want to improve their speaking abilities should employ strategy (Marlin, Saehu, and Yundayani 2021). There are two typical strategies that students can use to enhance their speaking ability, which are direct and indirect strategies. Direct strategies involve Memory; Cognitive; and Compensation strategies, while indirect strategies involve: Metacognitive, Affective, and Social Strategies (Oxford, 1990). On the other, there are three generic strategies namely metacognitive, cognitive, and social strategies (O'Malley & Chamot 1991). The classification of strategies is complex; many researchers divided different strategies in their studies. Moreover, there is no complete agreement on precisely how many strategies exist; what strategies are, how they should be defined or categorized (Oxford, 1990).

Though there have been many researches ever studied dealing with various strategies in speaking anxiety, in this context of study, the strategies referring to O'Malley and Chamot (1991) were as the focus of the study from which the students were getting out of the anxiety in speaking. This current study tried to reveal alternative strategies to solve learners' anxious feelings by formulating two research questions which (1) what were strategies used by the Islamic boarding school students to cope with anxiety in speaking? and (2) How were the strategies applied to overcome the anxiety in speaking?. It is expected that these current results of study are beneficial for the English speaking students, particularly to students of Nurul Hakim Islamic Boarding School to deal with anxiety in speaking.

RESEARCH METHOD

Research Design

The research was qualitative with a case study design aimed to reveal the strategies employed by students to deal with anxiety in performing speaking. Qualitative method used in an attempt to answer the research question in which the aim of the research question is to explore the groups' problem. Qualitative research properly seeks answers by examining individuals or social settings who inhabit these settings (Berg, 2001). Qualitative research means the researcher explored and tried to understand the meaning of group or individual problem (Creswell, 2009). The research design in this study is a case study as the researchers explore the strategies used by students at Nurul Hakim boarding school to reduce anxiety in speaking. Case study is a strategy of inquiry in which the researcher explores in depth a process, activity, program, event, and individual or group (Creswell, 2009). Considering the definition and the aim of case study design, it is clear that case study is the appropriate design to conduct qualitative research that requires in depth exploration towards individuals' activity. In short, case study design is the most appropriate design that can be used to facilitate the researcher to conduct the study.

Research Subjects

The subjects in this study were the eleventh-grade students of Nurul Hakim Boarding School involving 12 students. The samples were selected based on the researcher's predetermined criteria, qualities, and study purposes. To suit the purpose of the study, The sample are selected based on two criteria, first students should participate in English speaking activity, and the second students should have an experience with speaking anxiety. The subjects expected to provide rich, unique, and valuable information to the study (Etikan, 2016). Purposive sampling technique was used to choose the room based on the researchers' criteria. Purposive sampling is also called judgmental sampling in which the researcher used his or her knowledge about certain group that represents the population (Berg, 2001). Purposive sampling technique is suitable to collect qualitative data (Etikan, 2016).

Instruments

The researcher used semi-structured interview and documentation to collect the data. Interview is a conversation between interviewer and interviewee, in which the interviewer inquired a question to gain information from the interviewee (Mashuri et al., 2022). Compared to structured and unstructured interview, Semi-structured interview is more powerful to get in-depth information since it is adaptable yet still hold its direction (Mashuri et al., 2022). The researcher used modified interview guideline to interview students at Nurul Hakim boarding school to know their strategies to reduce anxiety. Further, the researcher collected students' artifact such as diary as the evidence and complete the other techniques of data collection.

There were steps that researcher have done to do the interview, initially, the researcher asked the teacher at Nurul Hakim to facilitate the interview process. After the researcher got permission to do the interview, the researcher prepared the interview guideline. Further, the researcher met and interviewed the students one by one to explore their strategies to reduce anxiety in speaking. The researcher recorded the interview on Smartphone so that it could be analyzed clearly. Last, the researcher terminated the interview after the researcher found the required data from the research subjects.

Documentation technique used in this study as a mean of methodological triangulation. Triangulation is the mixing of data that can help the researcher to validate the data (Oslen, 2004). Methodological triangulation is the use of more than one method to gather data (Turner & Turner, 2009). Documentation is a procedure to review printed or electronic documents in which the researcher should not interfere the whole process (Bowen, 2009). The researcher used documentation to support the interview in order to provide valid data regarding students' strategies to deal with anxiety. In qualitative research, validity relates to whether the data or findings of the study are true and certain (Guion et al., 2011).

In documentation, initially the researcher met the students in front of their room. Further the researcher gave a paper to each student and instructed them to write down any kind of strategies that can help them deal with anxiety in speaking. Last, the researcher collected the diary as documents to support and triangulate the data. The researcher used methodological triangulation to establish the validity in this study. Methodological triangulation is the use of more than one method to gather data (Turner & Turner, 2009). After collecting the data from interview and documentation, the researcher compared the results of each data. If the data are similar, then validity is established.

Data Analysis

The researcher used Miles and Huberman (1994) theory to analyse the data: Data Reduction, Data Display, Conclusion Drawing/Verification. In Data Reduction, Initially, the researcher gathered, prepared, transcript and identified the data from documentation. The researcher transcript the interview from each student in form of descriptive qualitative data. Further, the researcher selected suitable and relate data that could answer the research question. In this process the researchers simplified the data from interview and documentation. The researchers classified each item based on the defined categories, which one belongs to cognitive strategies, metacognitive strategies and social strategies. After the data are simplified, the researchers displayed the data in form of table followed by brief description for each defined category. The data were grouped based on the three classification of strategies namely cognitive, metacognitive, and social strategies. Last, the researchers recheck the data, drew the data and its relationship with theories, and wrote a conclusion of the final data. The researchers asked an expert to review and confirm the conclusion, so that the confirmed conclusion can be defined as the final data. In order to make the data easier to understand, in the whole process of data analysis the researcher used codes such as, [MC] for metacognitive strategies, [C] for cognitive strategies, [SC] for social strategies, and [S] for the subjects.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

There were two research questions studied within the current study comprising of (1) what were strategies used by students to cope with anxiety in speaking? And (2) How were the strategies applied to overcome the anxiety in speaking? Based on the results of conducting interview and documentation study, it was found that Nurul Hakim Islamic Boarding school students used various strategies to get them off the anxiety feelings when speaking English including the use of rehearsal, preparation, cooperation, self-talk, and relaxation strategies. Among the strategies, rehearsal is the most dominating strategy used by students to deal with speaking anxiety. In addition, preparation and relaxation are the other strategies claimed effective to reduce students' anxiety in speaking. These strategies represent Cognitive strategy and Social strategy.

Table 1
Rehearsal

Interview	Student	Theme	Percentage
"Before I speak, I read the paper multiple times "	S1	C	58.33%
"I write the paper and try to remember it ,"	S2		
"I read the paper continuously until I remember it"	S6		

Repeating words to be remembered is defined as rehearsal. [S1] said that he read the text over and over until he could understand the text so that he could speak fluently. In addition, [S2] tried to remember the paper written to prevent anxiety in speaking. [S6] Also used similar strategy to deal with speaking anxiety such as reading the text continuously before the speech. Moreover, based on the interview, Rehearsal is the most used strategy as more than half (7 from 12) of the subjects in this study used Rehearsal strategy to deal with anxiety in speaking. In addition, based on the documentation, there were 8 from 12 students employed Rehearsal strategy. The data above showed that, to deal with anxiety in speaking during pursuing fluent communication among the students, the students used Rehearsal which was classified into Cognitive strategy [C].

Table 2
Preparation

Interview	Student	Theme	Percentage
"Keep learning and read more books"	S9	C	16.67%.
"Just learn normally "	S10		

Preparation means dealing with the anxiety by improving the strategies. Students' willingness to study harder is the implementation of preparation strategy. The data above show that [S9] and [S10] try to reduce anxiety just by learning normally. It means that the students just learn English language only when they are in English class. The students never try to reduce anxiety by employing another type of strategy that may be more effective to improve their confidence. Preparation was used by small number of students, based on the interview, there were only 2 of the students used Preparation strategy to deal with anxiety in speaking. In addition, based on the documentation, there is no student employed Preparation strategy. The data above show that, to deal with anxiety in speaking, the students used Preparation which was classified into Cognitive strategy [C].

Table 3
Cooperation

Interview	Student	Theme	Percentage
"I also practice speaking with my friend "	S2	SC	25%
"I practice speaking with friends "	S3		

Cooperation means working with other peers to solve problem in learning. Students practiced speaking with their friends to help them speak fluently so that they can deal with speaking anxiety. [S2] said that he needs some help from friends to practice the speech so that he can prevent speaking anxiety. In addition, [S3] said that he practiced the speech to his friend so that he can speak fluently and deal with anxiety. Based on the data from interview there were 3 from 12 students used Cooperation strategies to deal with speaking anxiety. In addition, based on the documentation, there were 2 from 12 students used Cooperation strategy. The data above show that, to deal with anxiety in speaking, the students used Cooperation which was classified into Social strategy [SC].

Table 4
Self-talk

Interview	Student	Theme	Percentage
<i>"Imagine the audience are just an inanimate object"</i>	S5	SC	41.67%.
<i>"Try harder to be more confident"</i>	S8		

Self-talk generally covers any kinds of process that involves mental manipulation that help student to be more confident. Students used Self-talk as their strategy to deal with anxiety in speaking. [S5] said that to be more confident while speaking, just imagine that the audience are not human. In addition, [S8] said that he tried to be more confident so that he can deal with speaking anxiety. Both students try to do mental manipulation to help them establish confidence. Based on the interview there were 5 from 12 students used Self-talk as the strategy to deal with anxiety. In addition, based on the documentation, there were 8 from 12 students used Self-talk strategy. The data show that, to deal with anxiety in speaking, the students used Self-talk which was classified into Social strategy [SC].

Table 5
Relaxation

Documentation	Student	Theme	Percentage
<i>"Taking a deep breath"</i>	S3	SC	16.67%.
<i>"Blow the thumb"</i>	S4		

Relaxation could be categorized as the next level implementation of Self-talk strategy, as Relaxation is the specific strategy that involves mental and physical tactics to reduce anxiety which is related to Self-talk. Based on the data from interview there is no student uses relaxation to deal with speaking anxiety. Instead, based on the data from documentation there were 2 from 12 students used Relaxation to reduce speaking anxiety. [S3] ever used relaxation to reduce the speaking anxiety by taking a deep breath. However [S3] also employed another strategy which is Cooperation, it can be seen on the discussion about Cooperation strategy. The combination of these strategies can help him deal with his speaking anxiety. The data above show that, to deal with anxiety in speaking, the students used relaxation which was classified into Social strategy [SC].

In the process of applying the strategies, referring to the data found from the research subjects in the interview and documentation, the researchers found that rehearsal, preparation, cooperation, self-talk, and relaxation strategies were typically applied on their own ways in the application stage to reduce anxiety in speaking by the students. Rehearsal strategy is applied before the speaking activity takes place, in which in this phase students utilized the time to read the prepared text of speaking materials repeatedly. This was done with the aim of pursuing a fluent speaking without feeling a nerve. Preparation strategy was also performed right before the speaking stage by learning to enrich English language knowledge. The students used various sources including books and others from which they improve their English knowledge. The

increasing of the English knowledge was intended to improve the speaking insights in order to help students relieve from anxiety when speaking. Cooperation strategy was usually done right before the speaking activity by the students through committing practice speaking with friends over time. This practice moment had made students used to perform in front of public that indirectly helps each other cope with anxiety. However, there such a slight difference in the application of the three previous strategies, self-talk strategy can be applied before or after the speaking activity through manipulating students' mental in order avoid from anxious feelings. The students sometimes assumed their speaking partners as inanimate objects that they were not shy to speak up and communicate. Besides, the students in their deep heart tried to also motivate their selves to act confidently. Relaxation resembles self-talk strategy where the students use not only mental but physical manipulation to deal with anxiety in speaking. This relaxation strategy was done by taking a deep breath and then releasing it into air. In addition, blowing the thumbs would be another tip for the students to deal with their anxious feelings. The relaxation strategy had successfully made students more calmly relieved their anxious feelings in speaking.

Discussion

Based on the research findings, this study revealed that there were five strategies used by students to deal with anxiety in speaking encompassing rehearsal, preparation, cooperation, self-talk, and relaxation strategies. Rehearsal and preparation represent cognitive strategies, while cooperation, self-talk, and relaxation are possessed by social strategies. There are three classifications of learning namely Cognitive, Metacognitive, and Social strategies (O'Malley & Chamot, 1991). However, the current finding of study showed that there were only two classifications of strategies utilized by the eleventh-grade students at Nurul Hakim Islamic Boarding school to get them of the anxious feelings to speak English, namely cognitive and social strategies. Meanwhile, metacognitive strategies did not emerge to be parts of the strategies utilized by the students to diminish their anxious feelings in the process of speaking English. Further elaboration on these strategies and how these strategies were applied to overcome students' anxiety in speaking can be seen in the following discussions.

Rehearsal, also known as repetition, refers to the process of repeating the words as the effort to remember certain topic in long term memory (Weinstein & Mayer, 1986 as cited in O'Malley & Chamot, 1990). Rehearsal strategy was done by the students through reading and speaking the prepared topic continuously. Once the students repeatedly read and speak the material prepared, the students will start to master the language use, as well as the better way of speaking (Pratama, 2018). The same claim also came from (El-Sakka, 2016) that rehearsal can help students store information in memory by repeating the material. Further, practice by repeating the English words help the students to memorize the material more easily, hence it will reduce their anxiety in speaking (Andriyani, 2020). In other words, mastering the material in such a proper way can help students become more confident about their competence, which it consequently will help them deal with anxiety.

Preparation is a strategy where the students motivated to learn or try to understand certain topic by doing action such as studying harder or taking a note from teacher. The application of preparation strategy was conducted by studying more intensively the materials before speaking in the aim of increasing knowledge dealing with language insights. Kondo & Ying-Ling, 2004 state that by studying harder students are expected to master the subject and become more ready to do any kind of task in certain subjects. Students used preparation to deal with anxiety, moreover preparation before speaking English can make them feel better than never did some preparation (Hamzah & Irianto, 2020). Preparation which is in tune to problem-focused coping is effective to reduce stress (Hamzah & Irianto, 2020). Preparation is most important thing to do in learning process especially in speaking English (Hamzah & Irianto, 2020). In other words,

improving language knowledge can help students to be more confident, hence it will help them to deal with speaking anxiety.

Cooperation is a widely recognized strategy employed by students to enhance their language learning process through collaborative efforts with their peers. This approach involves the mutual assistance and support among students to overcome language-related difficulties, as documented by O'Malley and Chamot (1991) as well as Buchs and Maradan (2021). This strategy, also referred to as Peer-seeking, enables students experiencing anxiety in language learning to seek help from their peers who are facing similar challenges. By engaging in such cooperative interactions, students can foster emotional regulation as they come to realize that others share similar anxieties, thereby promoting a sense of calmness and reassurance (Kondo & Ying-Ling, 2004; Chikh & Hank, 2016). Additionally, this collaborative strategy serves as a means for students to reduce their anxiety by forming supportive partnerships and establishing a network of individuals who can empathize and provide assistance, as noted by Istitoah (2021) and Tang et al. (2021). In summary, through active group participation and problem-solving, students can effectively alleviate speaking anxiety, highlighting the potential benefits of cooperative learning in language acquisition.

Self-talk or positive thinking can be conceptualized as a cognitive process that involves the deliberate use of mental tactics, as described by O'Malley and Chamot (1991). Through the employment of these strategies, students are able to enhance their self-confidence and alleviate anxiety (O'Malley & Chamot, 1991). Engaging in self-talk manifests in various ways, such as envisioning delivering a successful speech or consciously attempting to exude confidence while speaking. This internal dialogue serves as a form of self-guidance and empowerment, allowing students to establish a sense of calmness and composure. Individuals who possess unique mental tactics or personalized methods to attain a state of tranquility are more likely to effectively mitigate speaking anxiety. These mental tactics may include visualizing oneself giving an outstanding performance or deliberately striving to project confidence. By employing such techniques, students can create a mental environment conducive to reducing anxiety, as outlined by Kondo and Ying-Ling (2004).

Relaxation is the next level implementation of Self-talk, both have the same type of process that aims to help students overcome anxiety in speaking. Unlike the Self-talk that only involves mental process, relaxation involves mental and physical tactics that can help students overcome speaking anxiety. The actions of relaxation strategies are more specific such as taking a deep breath, play with hands, shake body or using gestures or another special mental and/or physical actions (Kondo & Ying-Ling, 2004). Istitoah (2021) stated that relaxation can help students to control feeling of fright, hence it will reduce speaking anxiety. Further, Pratama (2018) states that relaxation can help student to overcome anxiety in speaking. Moreover, Francesco et al., (2010) states that, relaxation was effective to reduce anxiety in any kind of participant.

The five types of strategies were classified into Cognitive and Social strategy depends on the definition and type of process involved on each strategy. Cognitive strategy is the classification of strategy that involves mental or physical manipulation that aims to learn or remember the material. It refers to the action where students directly interact with the material to understand it (O'Malley & Chamot, 1991). The implementation of interact with material is doing some action that can train students' brain to comprehend and/or remember the material such as repetition of words. In conclusion, Cognitive strategies covers any types of strategies that aims to train human brain to remember, learn, and/or understand certain topic. Since the aim of rehearsal is to remember words, and the aim of preparation is to learn harder. It is clear that these strategies belong to Cognitive strategies.

Meanwhile, social strategy involves mental or physical control over personal affect that interferes with learning (O'Malley & Chamot, 1991). It means the aim of social strategy is to

help students with learning problem or bring relaxation so that it can reduce anxiety. Interactions with peer is one of the examples Social strategy, As well as the mental control to help the students overcome learning problems such as anxiety. The interaction between one student and the other can improve learning achievement, such as in practice speaking with friend can reduce anxiety (Istioah, 2021). Helping each other to solve a problem in language learning is the implementation of Social strategy. The other implementation of Social strategy is doing mental manipulation to make students become more confident. In conclusion, the aims of social strategy are to help student in learning process by cooperating with others and trying to reduce anxiety by controlling mental and physical actions. Based on the definition and the aim of cooperation, it is clear that Cooperation, Self-talk, and Relaxation are referred to social strategies.

These five strategies covering rehearsal, preparation, cooperation/peer-seeking, self-talk/positive thinking, and relaxation were the same strategies by Marwan (2007) in his previous study in the efforts of reducing anxiety in speaking. However, the current study revealed a new additional strategy adopted by the students so called as rehearsal strategy. The possibility to result in different findings between this study with the previous ones can be subjectively relied on the different use of subjects and settings. Since there are a wide variety of strategies with two different theories use dealing with strategies, and different group of students have different strategies to reduce anxiety. The difference might be also caused by the limitation of study, which is the implementation of documentation technique. The imperfect data collection technique may provide incomplete information from the subjects. Due to the limitation of this study, it is necessary to do further research and consider a better technique of data collection to explore more about anxiety in speaking.

CONCLUSION

Based on the findings, this study comes to the conclusion that there are five strategies to deal with anxiety in speaking used by eleventh grade students at Nurul Hakim Islamic Boarding schools encompassing rehearsal (58.33%), preparation (16.67%), cooperation (25%), self-talk (41.67%), and relaxation (16.67%). These five strategies represent cognitive and social strategy, with no metacognitive strategy is included. Each strategy has its own ways in the application phase to reduce anxiety in speaking. Rehearsal strategy is applied before the speaking activity takes place, by reading the prepared text repeatedly to have a fluent speaking without feeling a nerve. Preparation strategy is also applied before the speaking stage by learning to enrich English language knowledge and try to improve the speaking ability in order to reduce anxiety. Cooperation strategy is usually applied right before the speaking activity by the students through practice speaking with friends to help each other cope with anxiety. There such a slight difference in the application of the three previous strategies, self-talk strategy can be applied before or after the speaking activity through manipulating students' mental in order avoid from anxious feelings. Relaxation resembles self-talk strategy where the students use not only mental but physical manipulation to deal with anxiety in speaking.

The current study reveals an additional strategy so called relaxation conducted by the students as response to the necessity of using a further strategy to deal with anxiety in speaking compared to the previous study by Marwan (2007) which result in four strategies. The possibility to result in different findings can be subjectively relied on the different use of subjects and settings, since there are a wide variety of strategies with two different theories use, and different group of students have different strategies to reduce anxiety. The use of different techniques of data collection too contributes to different finding of the study. Therefore, a further research with modified variables and holistic techniques of data collection to explore more about students' strategies to deal with anxiety in speaking is expected and waited forward to give more comprehensive image on the use of the strategies to overcome anxiety in speaking.

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