

**TEACHERS' STRATEGIES IN REDUCING STUDENTS'
ANXIETY IN SPEAKING ENGLISH**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By:

**DINI FIKA KAMALIA
SN.2519048**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Assalamu 'alaikum Wr.Wb.

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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

Pekalongan, 10 Oktober 2023
Pembimbing



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MOTTO

“Patience is a pillar of faith”

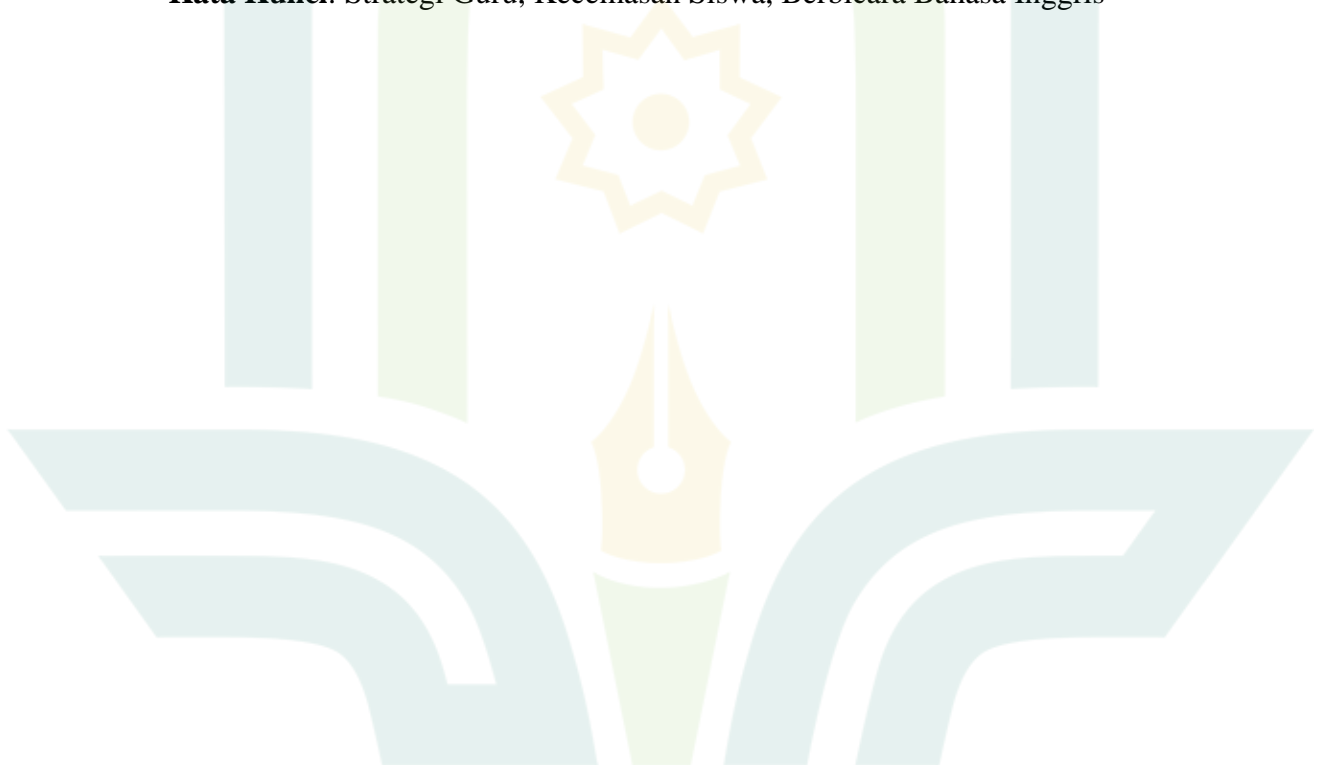
-Umar bin Khattab-



ABSTRAK

Mengembangkan kemampuan berbicara yang mahir dalam bahasa Inggris sangat penting bagi siswa, yang memberikan keunggulan kompetitif dalam melamar pekerjaan. Para guru menghadapi tantangan dalam menggunakan metode pedagogis yang efektif untuk mengajar berbicara sambil mengurangi kecemasan siswa, terutama mereka yang kurang percaya diri di kelas. Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengurangi kecemasan siswa dalam berbicara bahasa Inggris. Pendekatan studi kasus kualitatif digunakan dalam penelitian ini. Partisipan dari penelitian ini adalah dua orang guru perempuan. Data dikumpulkan melalui wawancara. Hasil dari penelitian ini menunjukkan bahwa ada lima strategi yang digunakan oleh partisipan untuk mengurangi kecemasan siswa, yang pertama yaitu persiapan dalam bentuk role play, berdiskusi, dan bertukar pikiran. Kedua relaksasi dengan membuat siswa merasa santai dan antusias ketika akan belajar, kemudian berpikir positif seperti memberi semangat dan bantuan ketika siswa merasa salah, dan yang terakhir yaitu mencari teman sebaya seperti pemberian tugas siswa dalam bentuk berkelompok.

Kata Kunci: Strategi Guru, Kecemasan Siswa, Berbicara Bahasa Inggris



ABSTRACT

Developing proficient speaking skills in English is crucial for students, providing a competitive edge in job applications. Teachers face the challenge of employing effective pedagogical methods to teach speaking while alleviating students' anxiety, especially those lacking confidence in class. This study aims to find out teachers' strategies in reducing students' anxiety in speaking English. A qualitative case study approach been used in this research. The participants of this study are two female teachers. The data collected through interviews. This result of this study showed there are five strategies that used by the participants to reducing students' anxiety, namely preparation in the form of role play, Second, relaxation by making students feel relaxed and enthusiastic when studying, then positive thinking such as giving encouragement and help when students feel they are wrong, and finally, looking for peers such as giving students assignments in groups.

Keywords: *Teachers' Strategies, Students' Anxiety, English Speaking*



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Teachers’ Strategies in Reducing Students’ Anxiety in Speaking English”** can be completed. It is submitted to English Education Department, UIN K.H Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the Sarjana Pendidikan degree at the English Education Department of Faculty of Education and Teacher Training UIN K.H Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supported from several people. Therefore, on this occasion, I would like to express my sincerest gratitude to:

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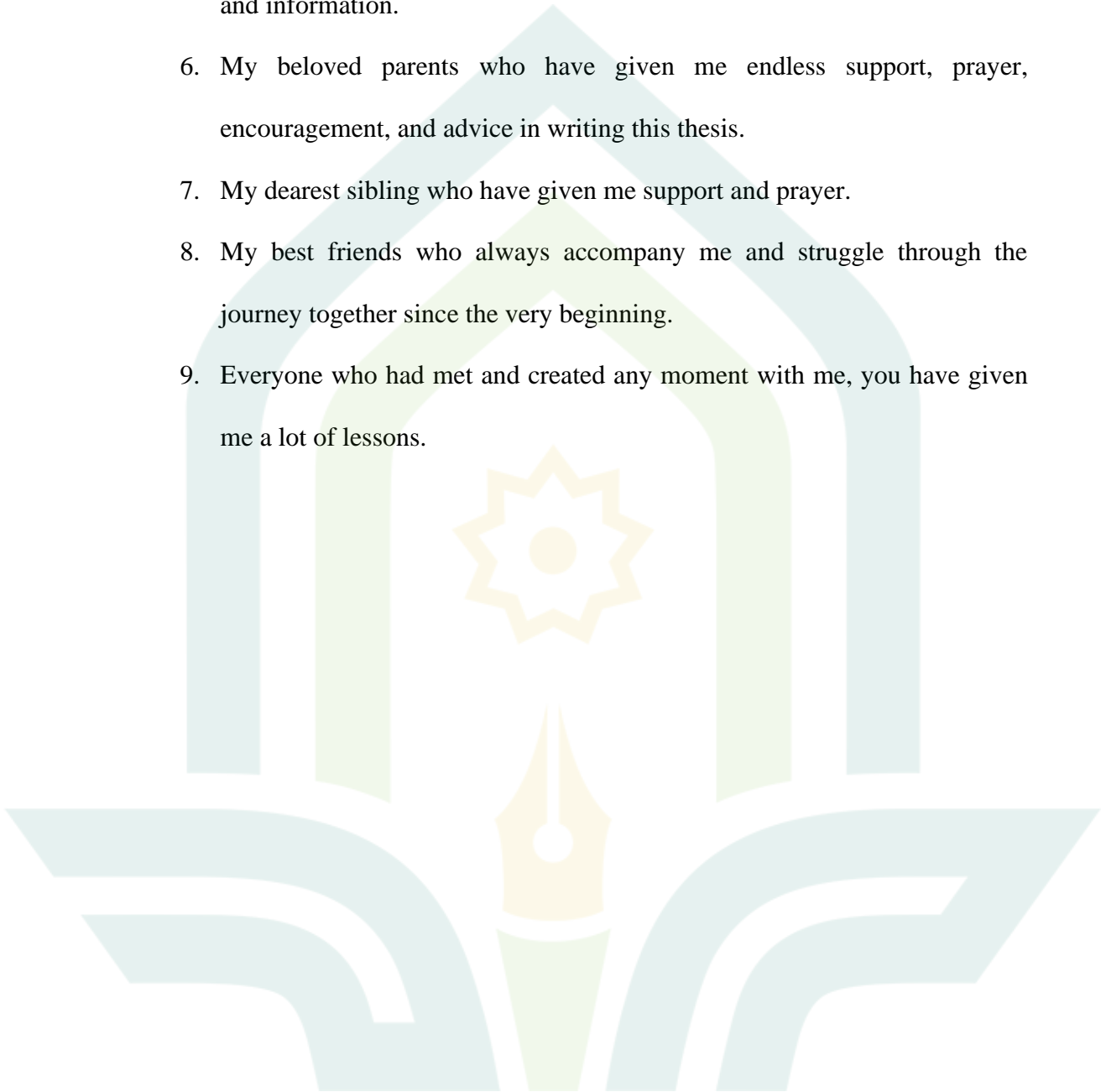


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CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background, formulation of the problem, the aim of the study, operational definition, and significance of the research.

1.1 Research Background

One of the key English abilities that students, particularly English students, must learn is speaking the language. Students may convey their thoughts, demonstrate their understanding, and communicate their knowledge in this manner. To ensure that others can comprehend what they are saying when they are expressing their thoughts and expertise, speakers need to be able to talk clearly, smoothly, and correctly. This implies that they need the capacity or proficiency to communicate. The proficiency in speaking a foreign language is a crucial aspect of language acquisition, playing a pivotal role in effective communication and cross-cultural interaction (Romero, 2006).

Due to the fact that speaking comprises five different components, including grammar, vocabulary, pronunciation, fluency, and understanding, speaking ability is for the majority of students the most crucial part of learning a foreign language. These elements should be known to students. Before speaking, they must prepare what they are going to say. In the meanwhile, participation from students in the classroom learning process is necessary to accomplish all these goals. Understanding the factors influencing the

acquisition of speaking skills will not only contribute to language pedagogy but also provide valuable insights for individuals seeking to enhance their communicative competence in a globalized world (Hanifa, 2018).

Students require four talents in order to learn English. In addition to speaking and writing, they are also listening. Speaking is one of them, and it's a useful ability. In the classroom, there are still many students who have difficulty speaking English, especially when speaking in front of the class. Students feel anxious about this, while anxiety or anxiety is a form of individual emotion regarding a sense of being threatened something, usually with the object of threat which is not so clear (Sudrajat, 2008:1).

The anxiety that accompanies unpleasant events can create a powerful memory file that contains footage of that event as well physical reactions that accompany these events (Wood et al, 2007: 186). When anxiety during unpleasant events, the brain forms a strong memory that includes both the details of the event and the physical reactions at the time. Speaking anxiety represents a formidable challenge in the realm of foreign language acquisition, significantly influencing an individual's ability to develop proficient speaking skills (Suleimenova, 2013). The fear of making mistakes, being judged, or facing embarrassment can create psychological barriers, hindering learners from engaging in meaningful verbal communication.

Anxiety with that intensity can be considered as having a positive value as motivation. If the intensity very strong and negative, in fact will cause losses and can interfere with the physical state and psychology of the individual

concerned. due to lack of knowledge of vocabulary, self-confidence, and fear of making mistakes when pronouncing them (Cole, 2008).

According to Baron quoted by Moh. Asrori defines: “Strategy is the ability to anticipate something here doesn't mean it has to be completely new but it can also be used as a combination of pre-existing elements”. Teachers play a pivotal role in mitigating speaking anxiety and fostering the development of effective speaking skills in a foreign language (Akkakoson, 2016). Recognizing the interconnected nature of language acquisition, instructional strategies must go beyond traditional approaches to accommodate the emotional dimensions of learning. Educators can employ learner-centered methodologies, creating a supportive and inclusive classroom environment that encourages students to engage in authentic verbal communication without fear of judgment. In this case there is an understanding that the teacher's strategy is teacher's efforts to vary the way of teaching and creating a pleasant teaching atmosphere in the classroom so that students can be involved and active in participating in active learning not passive. So, it can be concluded that the learning strategy is a teacher's ability to create ways of teaching in previous studies.

Previous research in Indonesia has looked on the subject of problem-solving techniques for pupils. Arlinda (2014) looked at the methods that the pupils used to deal with their worries. Students used the following tactics: planning, resignation, relaxation, peer seeking, and optimistic thinking. She said that by using these techniques, the pupils' fear of speaking in English

might be eliminated. Whereas Sejati (2019) looked at the methods teachers in ESP courses utilized to deal with speaking anxiety. The methods were divided into three categories: establishing a secure learning environment, using students' first languages, and including students in lesson plans.

According to Reiser and Dick (1996), instructors may use a variety of pedagogical techniques to meet the aims and objectives of teaching-learning. Thus, Cole (2008) asserts that it is the teacher's responsibility to develop efficient plans and techniques for meeting the educational goals of students, who are primarily interested in communicating with one another using the language they are learning. They indicate that instructors should encourage pupils to speak English by using effective speaking teaching techniques. (Anjaniputra, 2013).

Based on pre-observation, the researcher found problems in learning English such as feeling less confident and afraid when asked to speak English in front of the class at MTs N 1 Pekalongan. The purpose of the teacher asking the students to come forward to speak English is to reduce anxiety when speaking in front of them. Usually, the teacher asks their students to speak in basic sentences or conversations, and even though they have done it like that they are still less enthusiastic and confident in doing this. Facing this situation, teachers must know about their English teaching strategies. They must know whether teaching speaking strategies are appropriate or not for the needs, abilities, and conditions of students. In addition, the right speaking teaching strategy will provide effective results for students' speaking skills.

Based on the reasons above, the researcher is interested in observing and conducting research with the title "Teachers' Strategies in Reducing Students' Anxiety in Speaking English".

1.2 Formulation Of The Problem

This study provide research questions as follows.

What are the teachers' strategies in reducing students' anxiety in speaking English?

1.3 Operational Definitions

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. **Teaching strategy**, the teaching strategy places more emphasis on learning that activates students, in this case, students are actively involved in various activities that can develop their understanding and abilities in learning and presenting material sourced from the student's learning environment.
2. **Speaking English** is one method of English that aims to develop verbal shows to communicate well.
3. **Anxiety** is intense, excessive, and persistent worry and fear about everyday situations, like being in a bad situations.

1.4 The Aim of The Research

This study aims to determine the teachers' strategy in reducing students' anxiety in speaking Junior high school in Peakalongan, Central Java. The researchers also want to help teachers' to reducing students' anxiety when speaking English, so that learning at the school can take place well.

1.5 Significances of The Research

After doing this research, the researcher has signed as follows:

1. **Theoretical Use:** this study will contribute to the theory of David Shinji and Yang Ling-Ling (2004) and write and support theories related to the teachers' strategies.
2. **Empirical Use:** this study will provide benefits for researchers themselves regarding the effectiveness of the teachers' strategies in reducing students anxiety in speaking English.
3. **Practical Use:** this study provides information for readers about teachers' strategies in reducing students anxiety in speaking English.

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

Based on the result and discussion, the findings revealed that there are some strategies that used to reducing students' anxiety in speaking English by the teacher in the class. This strategy also directs students to get used to speaking up in class and outside of class. Those strategies are begin from preparation, relaxation, positive thinking, peer seeking, and resignation. Of all these steps, the participants have their own version. According to the results, all participants use strategies that allow or require students to speak up. So that students will be more familiar with 1-way or 2-way conversations at once.

According to the findings of the research questions, it can be concluded that there are several positive impacts which allowed students to speak English and reduce their anxiety. Thus, it means that strategies and solutions given by the teacher can make students comfortable in learning speaking English.

5.2 Recommendation

In this section, the researchers would like to offer some recommendations. Further, pronunciation research, can more explore about students' anxiety and teachers' strategies to solve it. Additionally, this research seems to have some limitations. The researcher hopes further

researchers could reviewed this topic with different focus, as well as adding reliable reference sources.



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Enclosure III

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