TEACHER'S STRATEGIES TO REDUCE STUDENTS' ANXIETY

IN SPEAKING ENGLISH AT THE EIGHT GRADE STUDENTS

OF SMP MUHAMMADIYAH 5 SURAKARTA

IN ACADEMIC YEAR 2023/2024

THESIS

Submitted as a Partial Requirements

for Writing the Thesis

By:

Adiningsih Lintangsari

SRN. 206121014

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

UIN RADEN MAS SAID SURAKARTA

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ADVISOR SHEET

Subject   : Thesis of Adiningsih Lintangsari

SRN   : 206121014

To:

Dean of Cultures and

Languages Faculty

in Sukoharjo

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor, we state that the thesis of;

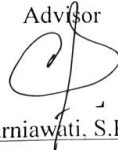Name : Adiningsih Lintangsari

SRN   : 206121014

Title   : Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024

Has already fulfilled the requirements to be presented before The Board of Examiners (Munaqosyah) to gain undergraduate in English Language Education.

Wassalamu'alaikum Wr. Wb.

Sukoharjo, 26th of February 2024

Advisor

Atin Kurniawati, S.Pd. M.A.

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RATIFICATION

This is to certify the undergraduate thesis entitled "Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024" by Adiningsih Lintangsari has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education, Faculty of Cultures and Languages in Raden Mas Said State Islamic University of Surakarta.

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Dean, Faculty of Cultures and Languages

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DEDICATION

This thesis is dedicated to:

1. Allah SWT the most kind and the most merciful who has given me the easiness to finish my thesis
2. Our prophet Muhammad SAW who gives me the best examples to human life
3. My beloved parents Mr. Suwarto, S.H., Mrs. Ajeng Miranti Sih Utami, Mr. Tri Adi Sudradjat, and Mrs. Tutut Puji Rahayu who always pray, support and giving all my happiness
4. My self, Adiningsih Lintangsari who have survived and positive thinking until now
5. My beloved aunt's family Mr. Sunaryo, Mrs. Sasi Mulatsih Sujatmi, Priyo Sujatmiko, A.Md., Ratna Puji Lestari, A.Md., Keukeu Chandra Dusmara, A.Md., Triyoga Arif Prasetyo, S.E., Nofisah, S.E., Keinha Allegra Enkarizqi Lesmara, Azka Zacky Prasetyo, and Arshaka Rasendria Prasetyo who became support system for me
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7. My beloved uncle Mr. Priyambodo who became support system for me
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9. All my beloved friends who always support me, especially for English Language Department A 2020 class
10. Mr. Cholid Sugeng Purnama, S.Pd. the English teacher of the eight grade students who teach at SMP Muhammadiyah 5 Surakarta

PRONOUNCEMENT

PRONOUNCEMENT

Name : Adiningsih Lintangsari

SRN : 206121014

Study Program : English Language Education

Faculty : Cultures and Languages

    I hereby state that the thesis entitled "Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024" in my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

Sukoharjo, 26th of February 2024

Stated by,

Adiningsih Lintangsari

SRN. 206121014

MOTTO

"If I cannot do great things, I can do small things in a great way."

(Martin Luther King, Jr.)

"Books give a soul to the universe, wings to the mind, flight to the imagination,
and life to everything."

(Plato)

"Gratitude is the key to happiness"

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The researcher is sure that this thesis will not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S.Ag., M.Ag. as the rector of UIN Raden Mas Said Surakarta
2. Prof. Dr. H. Imam Makruf, S.Ag., M.Pd. as the dean of The Faculty of Cultures and Languages
3. Hj. Fithriyah Nurul Hidayati, M.Pd. as the head of English Language Education Study Program
4. Atin Kurniawati, S,Pd. M.A. as the advisor for her guidance, precious advices, corrections and help to revise the mistake during the entire process of writing this thesis.
5. All of honorable lecturers of English Language Education of Raden Mas Said state Islamic University of Surakarta, especially for Prof. Dr. H. Sujito, M.Pd and Mrs. Indah Eftanastarini, M.Pd as examiners who have given the researcher guidance and advices.

The researcher realizes that this thesis is still far from "perfect". The author hopes that this thesis will be useful for researchers in particular and readers in general.

Sukoharjo, 26th of February 2024
The researcher

Adiningsih Lintangsari
SRN. 206121014

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ABSTRACT

Adiningsih Lintangsari, 2024. Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024. Thesis. English Education Department, Cultures and Language Faculty.

Advisor: Atin Kurniawati, S.Pd. M.A.

This research focused on teacher's strategies to reduce students' anxiety in speaking English and the advantages and disadvantages of the strategies applied by the English teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in academic year 2023/2024. The objectives of this research are to describe the strategies used by the teacher to reduce students' anxiety in speaking English and also to identify the advantages and disadvantages of the strategies used by the teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024.

The research design is case study research. The instrument of this research was the researcher herself. The subject of this research is the English teacher at the eight grade students of SMP Muhammadiyah 5 Surakarta in the academic year 2023/2024. The techniques in collecting the data, researcher used observation, interview, and documentation. The researcher used method triangulation for data validation and used data reduction, display the data, and drawing the conclusion in analysing the data.

The research finding show that the teacher's strategies to reduce students' anxiety in speaking English are relaxation strategy, preparation strategy, concentration strategy, positive thinking strategy, peer seeking strategy, and peer group strategy. Based on the interview, the advantages of the strategies used by the teacher to reduce students' anxiety in speaking English are create a positive learning environment, developing communication skill, create collaborative learning, relaxing, motivating, and amusing. Meanwhile, the disadvantages of the strategies used by the teacher are students' low self-perception, students' lower English proficiency, students' difficulties to make some groups, students' made noisy and too much move and speak, and teacher only had a little time to explain material and give some new vocabularies.

Keywords: Reducing Students' Anxiety, Speaking English, Teacher' Strategies

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CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, there are four skills that students must know and master, such as listening, speaking, reading, and writing. Speaking is the most important skill of the four skills. As Bailey and Nunan (2005), speaking consists of making systematic verbal utterances to convey meaning. This means that communication is carried out to convey information, ideas or thoughts. Spoken language is one of the simplest and most common forms of human communication (Bailey and Nunan, 2005). Speaking is an important part of learning a foreign language. Gaining these skills makes it easier for them to share their ideas with others and they can go abroad to continue their studies. Communicating in the target language is not easy, especially for students who lack vocabulary and self-confidence, so they are afraid to use the target language. In this student problem, the teacher's role is to help students achieve the intended language learning goals.

Teaching strategies are techniques, methods or action plans or teaching interactions in the classroom that are designed to achieve certain teaching or learning goals (Ayua, 2017). Teacher strategies often assume that students will develop their speaking skills without help. Even though students start learning English since elementary school, many students cannot yet speak English fluently. Teaching is a way of conveying

information to students about the subjects they study. The purpose of teaching and learning is for students to gain knowledge and the ability to understand it. To achieve teaching goals, teachers must be creative in selecting teaching materials and strategies so that students can easily understand their knowledge (Iksan and Dirham, 2018). Apart from that, the role of the teacher is very important for the success of learning. One of the most important skills that a teacher must have in the teaching and learning process is the ability to use different teaching strategies. Teachers must be able to use various teaching strategies to help students learn to achieve the expected results.

The aim of learning English is for students to acquire language skills, one of which is speaking. Richards and Renandya (2000) argue that we use speaking to give instructions or do something. This means that if a student wants to convey his meaning then he must speak in such a way that he can convey his meaning well. When speaking, you need to master vocabulary, grammar, and pronunciation. This is important so that students can speak freely and accurately. This strategy for teaching speaking skills cannot be denied as one of the factors that influences the teaching and learning process. Teacher's teaching strategies are very important because they help students speak English well. To achieve this, English teachers can apply different teaching strategies in the teaching and learning process. The strategies used should be based on students' needs and interests. Speaking

function teaching strategies are very important to overcome students' speaking difficulties. Several studies have been carried out on this matter.

The first research was by Farah Nabillah Muda Wantassen (2022) with the title "The Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang". The researcher found several conclusions that the strategies used by the teacher to overcome students' anxiety in speaking English at Madrasah Aliyah Muhammadiyah Belang were games, pair work, and the use of students' L1. The teacher use these strategies to make it easier for students to learn to speak English, especially to overcome students' anxiety in speaking English. The impact felt by students after the teacher implemented this strategy was that students felt more relaxed, brave, and enthusiastic in English class. They also feel more confident and motivated to speak English.

Ersa Nur Arodijah (2020) wrote another research entitled "The Strategies Used by English Teachers in Teaching Speaking (A Descriptive Study at SMP Negeri 23 Surakarta in Academic Year (2020/2021). The researcher found several findings that emerged in the strategies of English teachers at SMP Negeri 23 Surakarta in teaching speaking, each English teacher has their own teaching strategy. English teachers must implement different plans, methods, approaches or series of activities designed to achieve education or teaching goals as stated by Syaiful Bahri Djamarah (2010) which explains the basic strategies for teaching speaking, namely: 1)

Identify and establish speficiations and qualifications for the expected changes in behaviour and personality of students, 2) Choosing a learning approach system, 3) Selecting and determining procedures, methods, and teaching techniques, and 4) Establishing norms and minimum limits of success or criteria and standards of success. The problems faced by English teachers at SMP Negeri 23 Surakarta in implementing speaking teaching strategies, as in Penny Uri's theory which explains the problems of teaching speaking strategies (problems faced by English teachers) are: 1) Inhibition, 2) Nothing to say, 3) Low or uneven participation, and 4) Mother-tongue use.

The third research was written by Barkat Chara Zed and Hadji Kassida (2017) with the title "Investigating Teachers' and Students' Strategies to Reduce Anxiety in EFL Speaking Classes: Case 1st Year Students at M'Sila University". The researcher found several conclusions that some students experience many difficulties when learning a second or foreign language. It is suspected that there are several emotional factors in foreign language learning that influence learning ability. Anxiety stands out as one of the most influential factors in learning a foreign language. The results of teacher and student questionnaires from this study revealed that learners were afraid of speaking English in public. Although existing research provides strategies that teachers and students use to reduce students' speaking anxiety in the EFL classroom, this study is an attempt to understand the nature of anxiety from a different perspective. The results

show that language learners themselves can help reduce their speaking anxiety by creating friendship with classmates, sharing anxious feeling with them and practicing English with them, and engaging in positive self-talk. Teachers can also help students with a friendly, facilitative, and positive attitude and by creating a positive atmosphere in the second language class also by using different activities such as groups or pairs, language games such as crosswords and guess the language in the class to limit learners' English speaking anxiety.

From previous research, most research focuses on the impact of strategies used to reduce speaking anxiety, problems encountered in teaching speaking strategies, and understanding the nature of anxiety from different perspective of both teachers' and students' opinions. Therefore, this study aims to investigate teacher's strategies for reducing students' anxiety in speaking English and the advantages and disadvantages of the strategies implemented based on the teacher's point of view. Apart from that, this research is an attempt to investigate teacher's opinion about strategies for dealing with students who have speaking anxiety, so in this research wants to examine this further by conducting research with the tile "Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024".

Talking about speaking, it is not easy for a student to get it. Most students are confused and have difficulty speaking English. There are even

some of them who do not dare to speak in front of the class. The reason may be because they are shy, indecisive (hesitant), afraid of making mistakes) or speaking their minds. Through the acquisition of these skills, teachers have an important role or responsibility to help students prepare themselves to acquire these skills through teaching strategies. According to Horwitz (2001), EFL classroom teachers must be aware that some students find foreign language learning, especially oral production, stressful situations and the tension and discomfort associated with language learning require the attention of language teachers. Teachers should provide successful solutions to limit these factors in their classrooms. Therefore, teachers take a lot of responsibility, critically evaluating their own behaviour, identifying students' needs and implementing appropriate treatment.

Based on pre-observation carried out at SMP Muhammadiyah 5 Surakarta on 18-24 August 2023, there were several problems experienced by both teacher and students, including teacher's needing to motivate students to dare to speak up, students' ego side wanting to be praised when performing, students being asked to make vlog as one of the assignment, students are asked to make a teaching tool in the form of a picture for example of "How to make fried rice" then describe someone or something by depicting something through movement. Another problem faced by students is that some students feel anxious when asked to speak English. When the teacher explains, the students just nod, but when the teacher asks them to speak in front of the class, the students become confused and afraid

of making mistakes, and when the students start to speak they stutter. This fear arises for various reasons, including nervousness, embarrassment in front of classmates, fear of being ridiculed by friends, and feeling unnoticed. Therefore, the teacher should implement strategies to motivate students when looking at the camera and talking, and friends should also motivate students to develop motivational intelligence for self-actualization.

The strategies used by teachers should be adjusted to the students' abilities, needs, and circumstances. Speaking strategies help teachers provide better speaking activities. Horwitz (2010) explains that anxiety is a subjective feeling of tension, fear, irritability, and worry related to stimulation of the autonomic nervous system. Anxiety is caused by a number of factors. According to Marwan (2007), lack of preparation is the main problem affecting English students. In this case, they are afraid that their speaking performance will not go well. From the narration above, the researcher concluded that teacher strategies are very important to reduce students' anxiety in speaking English. Therefore, the researcher took the initiative to study this problem. The researcher want to know what strategies teacher use to reduce students' anxiety when speaking English.

Considering this situation, teachers need to know whether their speaking teaching strategies are appropriate to the needs, abilities, and conditions of their students. Furthermore, appropriate speaking teaching strategies will produce effective results regarding students' speaking skills. Apart from that, it is important for teachers to pay attention to provide

positive reinforcement to students (Keramid, 2009), motivating students, and creating a comfortable atmosphere in the classroom. This can reduces students' anxiety, increase slef-confidence, improves communication skills, and can encourage them to communicate (Noon-ura, 2008). Responding to students' learning anxiety, Nunan (1999) explained that teachers must be open to various responses to overcome student resistance. This allows students to confidently answer teacher questions and participate in class activities.

As a result, the researcher interested to conduct this study entitled "Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024". The novelty of this research is this study aimed to find out what strategies used by the English teacher to reduce students' anxiety in speaking English and identify the advantages and disadvantages of the strategies applied by the teacher. In this research, the researcher focused on the identification of teacher's strategies in reducing students' anxiety in speaking English. It means to reduce students' anxiety in speaking English handled by the teacher. It can be said that the main problem of the research is not conducted by students. Students do not reduce their anxiety in speaking English by themselves.

B. Identification of the Problem

Identification of a research problem is the first and most important step in research process. A broad area is selected and then broad topic

delimited or narrowed down to specific sentences statement of the problem. In this study, the researcher finds some problems identification, they were:

1. Students are less active when asked to form group.

2. Students' vocabulary is still limited.

3. Students' pronunciation is still lacking.

4. Students feel anxious if they are encouraged to speak English, when the teacher asks them to speak in front of the class, students become confused and fearful of making mistakes.

5. Teacher needs to motivate students to speak up and needs more efforts to make students to be more active and confident in speaking English.

C. Limitation of the Problem

This research is limited to the strategies used by the English teacher to reduce students' anxiety in speaking English at SMP Muhammadiyah 5 Surakarta, the advantages and the disadvantages of the strategies applied by the teacher. The researcher selected English teacher who teaches at SMP Muhammadiyah 5 Surakarta. The researcher focuses on identification of the teacher's strategies to reduce students' anxiety in speaking English and the advantages and disadvantages of the strategies applied by the teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta.

D. Formulation of the Problem

By considering the background of study above, the problem statements are formulated as follows:

1. What are the teacher's strategies to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in academic year 2023/2024?

2. What are the advantages and disadvantages of the strategies applied by the teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in academic year 2023/2024?

E. **Objectives of the Study**

Based on the research problem above, the objectives of the study are as follows:

1. To identify the teacher's strategies to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in academic year 2023/2024.

2. To identify the advantages and disadvantages of the strategies applied by the teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in academic year 2023/2024.

F. **Benefit of the Study**

This study is expected to bring some benefits especially for researcher, reader or teacher, and the university commonly. The researcher benefits are:

1) Theoretical Benefits

a. Giving description about the strategies used by the English teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta.

b. Giving a useful description for any further researcher who wants to study the topic, hopefully this study becomes a helpful source of information and reference.

2) Practical Benefits

a. To the readers

Hopefully, they will gain a lot of knowledge of the strategies used by the English teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta.

b. To the researcher

Hopefully, this research will be able to give valuable information dealing with the usage of the strategies used by the English teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta.

c. To the school stakeholders

Hopefully, it is expected that the result of the research can increase the quality of the strategies used by the English teacher to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta.

G. Definition of Key Terms

The some of terms which are very important to describe the research related to the title of the research that is Teacher's Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024.

1) Teaching Strategy

Brown (2001) stated that no one teaching strategy is better than another under all conditions, so you must be able to use different teaching strategies and make informed decisions about when each teaching strategy is most effective. Lawton, Sarode (2018) defines: "A teaching strategy is an overall plan for learning that includes the desired structure of student behavior in relation to learning objectives and an outline of the planned tactics needed to implement the strategy".

2) Speaking Anxiety

Basic (2011) stated that a person's fear of verbal communication is mostly manifested through physiological signs. These signs can hinder a person's speaking ability because they cannot communicate well in the speaking process. In short, speaking anxiety indicates an obstacle in expressing something verbally. Liu and Chen (2013) showed that worrying that their friends have better English skills and performance can reduce students' anxiety significantly. There are also concerns about grammar, pronunciation and language comprehension when speaking a foreign language (William and Andrade, 2008).

3) Teaching Speaking

Teaching speaking is one of the most important things in the teaching and learning process. The aim of teaching spoken language is to develop the ability to communicate successfully in that language and this includes comprehension and production (Hughes, 2003). Therefore, the aim of teaching speaking is to improve students' communication skills, because this is the only way students can express themselves and learn to follow appropriate social and cultural rules in any communication situation (Kayi, 2006).

4) Reducing Speaking Anxiety

He (2017) stated that strategies that can help reduce speaking anxiety include: strategies for correcting mistakes, creating a relaxed atmosphere, increasing the use of English, reducing the fear of making mistakes, relaxing, preparing, improving body language, having courage to speak English, and use simple words.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a) Definition of speaking

Nunan believes that speaking is a productive speaking skill. It consists of the systematic creation of verbal utterances to convey meaning. Speaking is an everyday thing when interacting with other people. As Thornbury (2005: 1) points out, speaking is part of everyday life, so we take it for granted. According to Richard and Renandya (2002), students learn English to develop their speaking skills. Speaking is used for various purposes, namely expressing an opinion, explaining, complaining, persuading someone, or conveying a polite request.

Brown (2012) argues that speaking is an interactive meaning-making process that involves the production and processing of information. Speaking requires speakers not only to know how to produce a particular language topic, such as grammar, pronunciation, but also to understand when, why and how to produce language. Vanbarren (1999) argues that speaking is the key to communication; Everyone needs it, especially students. The ability to communicate another language contributes to students' success in school and later success in all stages of life. That is why it is

important for language teachers to pay a lot of attention to teaching speaking.

In addition, Brown (2004) states that speaking is a productive skill that can be observed directly and empirically, these observations are always colored by the accuracy and efficiency of the listening skills of the examinee, which inevitably jeopardizes the reliability and validity of an oral production test. Speaking in class involves communication between the teacher and students, or between students, depending on how classroom activities are organized. Brown (2004) further states that there are several basic types of speaking, as in the following taxonomy:

a. Imitative. At the other end of the continuum types of speaking performance is the ability to imitate a word or phrase, or perhaps a sentence. Although spoken production at this level is purely phonetic, many prosodic, lexical, and grammatical features of the language can be added to the performance criteria.

b. Intensive. Production of short spoken language designed to demonstrate mastery of a narrow set of grammatical, phrasal, lexical, or phonological relationships.

c. Responsive. Responsive includes communication and understanding tests, but at a limited level, namely very short, simple conversations and small greetings.

d. Interactive. The difference between responsive and interactive speaking is the length and complexity of the communication, which sometimes involves several conversations and/or many participants. Interaction in transactional language can take place in two ways, namely with the aim of exchanging certain information or interpersonal communication which aims to maintain social relations.

e. Extensive (monologue). A large number of oral production tasks involve speaking, oral presentation, and storytelling, where the listener's options for oral communication are either very limited (possibly non-verbal responses) or completely absent.

In conclusion, speaking is the transmission of language through the mouth. To speak, we create sounds using many parts of the body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. Speaking usually requires at least one listener. When two or more people talk to each other, the conversation is called "dialogue". Speech can naturally flow from one person to another in the form of dialogue. It can also be planned and practiced, for example when giving a speech or presentation. Speaking requires students not only to know how to produce certain language skills, such as grammar, pronunciation or vocabulary, but also to understand when, why, and how to produce language.

b) Components of speaking

According to Vanderkevent (1990), speaking consists of three parts:

a. The speakers

The speaker is the person who produces the sound. They are useful as a means of expressing opinions or feeling to listeners. So if there is no speaker then no opinions or feeling are expressed.

b. The listeners

A listener is a person who accepts the speaker's opinions or feelings. If there are no listeners, the speaker conveys his opinion in writing.

c. Utterances

Utterances are words or sentences created by the speaker to express an opinion. If there are no statements, both speakers and listeners use the sign.

According to Harris (1974), speaking skills have five components related to comprehension, grammar, vocabulary, pronunciation and fluency.

a. Comprehension

Oral communication certainly requires responses, utterances, and also initiating the subject.

b. Grammar

Students must construct correct sentences in conversation. This is in accordance with Heation's (1978) explanation of students'

ability to manipulate structures and differentiate appropriate grammatical forms. With the help of grammar, you will also learn the correct way to acquire language skills both speaking and writing.

c. Vocabulary

Vocabulary means the correct diction used in communication. Without adequate vocabulary, a person cannot communicate or express his thought effectively orally or in writing. Limited vocabulary is also an obstacle that prevents students from learning a language. Without grammar we can learn little, without vocabulary we can learn nothing.

d. Pronunciation

Pronunciation is the way students produce clearer language when they speak. It refers to the phonological process, which refers to the grammatical component, which consists of the elements and principles that determine how sounds vary and are structured in language. The pronunciation has two characteristics; phonemes and supra segmental features. In speaking, pronunciation plays an important role to make it easier to understand the communication process.

e. Fluency

Fluency is the ability to read, speak or write easily, fluently and expressively. In other words, speakers can read, understand and

respond to language clearly and concisely and connect meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency is the goal of many language learners. Fluency is characterized by a fairly fast speaking rate and few pauses and *"ums"* or *"ers"*. These signs indicate that the speaker does not spend much time looking for the linguistics elements needed to express the message.

In conclusion, there are five parts of speaking that students must pay attention to if they want to speak well. These are comprehension, grammar, vocabulary, pronunciation, and fluency.

2. Strategy

a) Definition of strategy

Strategy means a plan to achieve something. According to Miller and Dess, strategy is a series of plans or decisions made to help an organization achieve its goals. Strategy refers to the complex network of thoughts, insight, perceptions, experiences, goals, and expectations that direct action toward specific goals. According to Jessa Octaviani Rosand from Stone and Morris, a learning strategy is a curriculum consisting of a structure, learning objectives, and a list of methods for implementing the strategy.

Strategy is a specific method for dealing with a problem or task, a series of actions to achieve certain goals, or a planned design to control and manipulate certain information (Brown, 2001).

According to Savile-Troike (2006), strategies are patterns of behavior and techniques applied in learning activities. The choice of possible strategies is often a conscious choice of the learner, but is strongly influenced by their motivational traits, cognitive style, and personality.

Oxford R. (1990) defines learning strategies as steps taken by students to improve their learning. Strategies are very important in language learning, because they are a means of active and independent engagement, which is important in the development of communicative competence. Appropriate language learning strategies improve language skills and increase self-confidence. Learning strategies are starting to become widely known throughout the world of education in general. With various names such as learning skills, learning to-learn skills, thinking skills, and problem solving skill. Thus, learning strategies are how students learn different subjects.

In conclusion, strategy is a master plan or series of plans designed to achieve something, especially in the long term. Strategy usually used to achieve something. In teaching speaking, strategy is the ability to ensure that a conversation or interaction goes as desired.

3. Teaching Speaking

   a. Definition of teaching speaking

Teaching has the main meaning as a process of providing information to students. By carrying out learning activities, the teacher conveys information, messages or skills to students, in which case an interactive process occurs between the teacher and students. According to Feiman-Nemser and Buchman (in Ball and Forzani, 2009), teaching is defined as work than helps people learn "valuable things", which, according to them, specifically adds a moral dimension. Cohen (in Ball and Forzani, 2009) further states that teaching is defined as helping other people to do certain things, namely a daily activity that many people do regularly.

Thornbury (2005) define speaking as something that is interactive and requires the ability to collaborate and to manage the speech. According to Thornbury, speaking is a skill and should therefore be developed and practiced independently of the grammar curriculum. Kayi (2006) added that speaking is a productive skill in the oral space. This skill, like many others, is more complex than it first appears and involves more than just saying words.

According to Nunan in Kayi (2006), teaching speaking means the teacher teaches listeners: (1) produce the English speech sounds and sound patterns, (2) use words and phrases that emphasize the intonation and rhythm patterns of the second language, (3) choose words and expressions appropriate to the social environment, audience, situation and appropriate topic, (4) arranging thoughts in

a meaningful and logical sequence, (5) using language as a means of expressing values and judgments, (6) using language quickly and confidently with some unnatural pauses called fluency.

In conclusion, teaching speaking is teaching about learning to speak, which is a process that helps students gain knowledge about environmental systems and is useful for information, persuasive purposes, expressing ideas, communicating and interacting with people in daily activities.

b. Strategies of teaching speaking

Many different teaching strategies for speaking are used in many situations in classrooms. Strategies for teaching speaking include cooperative activities, role play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language issues (Newton and Nation, 2009). Role play is an activity where students are asked to be in different social contexts and in different social roles (Harmer, 2001; Thornbury, 2005; Solcova, 2011). Creative tasks resemble real-life tasks, as Solcova (2011) argues that students' expression develops best when they are engaged in tasks where their entire focus is on producing something and not on the language itself.

Drilling, according to Thornbury (2005) is a strategy to improve. According to Thornbury (2005), drilling is a strategy to improve pronunciation by imitating and repeating words, sentences,

and even entire utterances. This makes students pay attention to new material and highlights words, phrases or statements in students' mind, moving new items from working memory to long-term memory, providing means to change primary articulatory language (Thornbury, 2005).

In addition, planning language learning activities requires consideration of several principles. First, speaking activities must maximize language production to create the best conditions for autonomous language use (Brown, 2001; Thornbury, 2005). Second, activities must be carried out in situations where students can show interest, understanding, and ask questions or comments, which is called interaction and includes competitive elements where students work together to achieve certain goals (Thornbury, 2005). Third, teachers pay attention to what students need, starting from language-based focusing on accuracy to message-based focusing on interaction, meaning, and fluency to encourage authentic language use in meaningful contexts (Brown, 2001).

Furthermore, it is important to create for each activity to connect new material with what students have learned and experienced so that it remains stored in students' long-term memory (Brown, 2001; Richards and Rodgers, 2002). Meanwhile, the function of speaking includes conversation as an event aimed at exchanging information or goods and conversation as

communication aimed at maintaining social relationships (Brown and Yule, 1999; Brown, 2001; Bailey, 2005; Thornbury 2005; Richards, 2008).

In conclusion, the aim of the teaching is to ascertain students' speaking skills, which is why language courses are so important. Therefore, teachers must take into account several considerations when planning these activities to facilitate student learning.

4. Anxiety

    a. Definition of anxiety

Anxiety is a feeling of tension, worry and nervousness associated with foreign language learning situations (Horwitz et al. cited in Nascente, 2001). Anxiety affects students in language learning. Therefore, this learning factor must also be considered. The fact that anxiety can affect student learning is supported by other researchers such as Horwitz (1991) as quoted by Sylvia and Tiono (2004). He believes that anxiety in speaking a particular language can affect students' performance. This can affect the quality of spoken language production and make individuals less fluent. Efforts to create a learning atmosphere that provide a more comfortable situation for students in learning activities.

Zeidner (1998) argues that anxiety is a complex phenomenon and there is much disagreement regarding its definition and criteria. Therefore, anxiety has been variously conceptualized as a stimulus

situation, potential future danger, and a response to a stressful situation. Anxiety has received the most attention in Second Language Acquisition (SLA) research, because the absence of anxiety is an important part of personality traits or self-confidence (Savile-Troike, 2006). Anxiety was negatively correlated with measures of second language proficiency, including grades in foreign language classes, meaning that higher levels of anxiety tended to be associated with lower learning performance. In addition to self-confidence, lower anxiety can manifest in greater risk-taking or bolder behavior.

In conclusion, anxiety is one of the factors that can influence students' ability to learn English, especially speaking. Anxiety can actually occur when they feel very threatened in certain situations, such as being afraid of making mistakes and embarrassed about speaking English, this is caused by the affective factor of anxiety.

b. Types of anxiety

MacIntyre and Gardner (1991) clearly outlined three main approaches in one of their books. The first approach treats language anxiety as "Trait Anxiety". Another type of perspective describes foreign language anxiety as "State Anxiety". And a third approach treats foreign language anxiety as "situational anxiety". Zeidner (1998) argues that Spielberger's model of anxiety makes a useful

distinction between anxiety as a personality trait (A-Trait) and fear as a personality state (A-state).

a. State anxiety

State anxiety is a recent study that differentiates an individual's actual experience of anxiety in certain situations (Zeidner, 1998). According to Spielberger, Zeidner (1983) stated that the state of anxiety refers to a temporary emotional state of tension and excitement that is determined by the interaction of the person's traits and the current situation. Spielberger also notes that state anxiety refers to a particular level of anxiety experienced in certain assessment or testing situations, such as important college exams or sport competitions.

b. Trait anxiety

Trait anxiety refers to a stable tendency to react anxiously in various contexts (Spielberger in Zeidner, 1983). According to Zeidner (1998), trait anxiety is an individual's tendency to experience anxious experiences or behave in a stressful situation. He also argued that trait anxiety is a relatively stable state within an individual that is best understood as a latent tendency or likelihood to respond with increased anxiety during times of stress. Trait anxiety has also recently been shown to be a multidimensional construct that interacts with certain types of situational stressors to influence levels of perceived anxiety.

c. Situation anxiety

MacIntyre and Gardner (1991) used Spielberger's (1983) distinction and added situation anxiety. People with situation anxiety may find certain situations worrying, but only under certain circumstances. The source of anxiety can vary from student to student: for some students it may be a written test, while for others it may be speaking in front of the whole class (MacIntyre and Gardner, 1994; Phillips, 1991; Phillips, 1992). For some people, for example, taking written exams can be a stressful activity (Cheng et al., 1999).

In conclusion, it can be said that there are three types of speaking anxiety. First, trait anxiety focuses on the nature of a person's tendency to feel anxious and different situations; nervous people lack emotional stability. Second, state anxiety focuses on temporary states experienced at a particular moment; sweaty palms, tension, worry and heart beating faster than usual. Third, situational anxiety focuses on thinking about the recurrence of certain situations.

c. The factors that cause anxiety in speaking English

As stated by Horwitz and Cope (2012), there are three anxiety factors associated with speaking English.

a. Communication apprehension

Horwitz et al (2012) state that communication anxiety is a type of shyness characterized by fear, anxiety when interacting with other people of difficulty speaking in groups and verbal communication in public (stage fright). Lucas et al (2011) acknowledge that communication anxiety, which is characterized by fear and anxiety when communicating with other people and difficulty speaking in public, listening or learning spoken language, is a manifestation of communication anxiety. This type of anxiety in learning a second language stems from the learner's personal knowledge that is difficult for him to understand others and make himself understood.

b. Test-anxiety

Test anxiety refers to a type of performance fear caused by the fear of failure (Horwitz et al 2012). Experimental students often set unrealistic standards for themselves and feel that anything less than perfect on a test is a failure. In foreign language classes, test-stressed students can experience great difficulty because tests and quizzes are most prepared students often make mistakes, which is exactly what anxious students face in formal exams or other assessment situations.

c. Fear of negative evaluation

Fear of negative evaluation is concern about other people's evaluations (Horwitz et al, 2012). It can also involve escaping

from evaluative situations and expectations that may be evaluated negatively by others. This can also include students' fears in English classes, where factors such as learning activities, teacher methodology, and even peer pressure can increase beginning language learners' anxiety of fear of being evaluated by others, avoidance of evaluation situations, and expectations that other people do the same thing, namely criticize him negatively.

In addition, there are three factors that cause students' English language anxiety (Zhiping and Paramasivan, 2013), namely:

a. Fear or making inaccurately

Afraid of saying the wrong thing is one of the worries causes students anxiety in class that they feel bad about speaking inappropriate language, making mistakes, and not using the right words. their reluctance to speak inappropriately is not due to fear of negative judgment from teachers and classmates, but rather because they feel complacent in making correct sentences that have different structures and require vocabulary and grammar. Because they feel they do not have it, they choose not to speak out because if they do the wrong thing it will disappoint them.

b. Fear of being in public and shyness

Common personality traits such as quietness, shyness, and withdrawal are some of the reasons for reporting anxiety. The

level of shyness varies greatly from individual to individual. In their study, when Zhiping and Paramasivan asked participants about their feelings about speaking English class, Iranian 2, 3 and Algerian 1 mentioned shyness as the reasons for their anxiety. Iranian 2 said, "I am usually shy; I do not really like socializing", while Algerian 1 stated that "When I decided to be shy, I feel afraid... it is because I am afraid of facing the public." Iranian 3 said, "I felt more anxious last semester because I had to give presentations, so I felt a strong desire to work more and speak in public."

c. Fear of negative evaluation

Interviewed participants expressed their fear of negative evaluations by teachers and peers as another problem in the classroom, which is a major source of anxiety. They are afraid of being offended if they are corrected in public, especially if there are disparaging comments from lecturers or teachers. They also care too much about other people's opinions and care about other people's reviews.

In addition, according to Shu Feng Tseng (2012), there are several factors that make students anxious when speaking English:

a. Self-perception

Perhaps no other field of study poses as great a threat to self-concept as language learning. They believe that any activity in L2 can challenge a person's self-concept, namely the set of thoughts, perceptions, beliefs, attitudes and values of an individual who refers to it as an object. This self-concept is what underlies Horwitz et al. (1986), between language anxiety and other forms of academic anxiety. Dollah (2009) argues that EFL learners worry not only because of linguistic factors such as limited vocabulary, grammar, pronunciation, etc., but also because of non-linguistic factors such as age, other people's ability to speak English, and so on.

b. Cultural differences

Cultural differences between the learner's culture and the target language appear to be an important factor of concern. The greater the uncertainty regarding the target language culture, the more likely it is to trigger anxiety because, as one Pakistani male ESL/EFL practitioner explained, "You do not know how other people will interpret what you say in terms of your native language. Your culture and background, which may be very different." Furthermore, many female ESL/EFL practitioners said, "This is a culture where you lose face if you say the wrong thing."

c. Presentation in the classroom

Like discussions in open class forums, giving presentations in class is very stressful, making the classroom environment more formal and tense for students. All participants agreed that speaking in front of the whole class or in public causes anxiety in students. one EFL/ESL student from China said, "In class, I might stand up and give a presentation. Usually I am nervous. I don't know, if I talk to other students in a regular class, I think it's okay. Maybe I've lost confidence."

d. Fear of making mistakes and apprehension about others' evaluation

Evidence from previous research, "both ethnographic and empirical, supports the idea that some students' language anxiety stems from a fear of making mistakes and being laughed at by their classmates. The results of the previous study are also consistent in this regard. Students often express that students feel afraid, even panic, because they are afraid of making mistakes or being wrong in front of other people, because they are afraid of appearing clumsy, stupid, and incompetent in front of fellow students or other people." Some students stated that learning and speaking the

language foreign language in class are always a problem because they are afraid of making mistakes.

In conclusion, it can be said that the three components of foreign language anxiety have a big impact on students' learning, especially speaking. In this case, the main factors for students' speaking anxiety are fear of communication, fear of exams and fear will be a negative evaluation. Thus, it can be concluded that the three components of foreign language anxiety have a big influence on the students' teaching and learning process, especially on speaking.

5. Strategies to Reduce Students' Anxiety

According to Kondo and Ying-Ling (2004), there are several strategies to reduce language anxiety when speaking English.

a. Relaxation

Relaxation is a state where a person is free from tension and anxiety. Relaxation is a process that reduces the effects of stress on our mind and body. Relaxation can effectively relieve stress and benefit our mind, body and soul. Common relaxation techniques include: take a deep breath, calm yourself, close your eyes, shake your body, touch your hair, play with your hands, look at the clock, and so on. Relaxation can reduce stress and anxiety hormones and increase circulation to the brain.

b. Preparation

Preparation is an activity or process used to prepare for an event, test or assignment. Preparation is the process of getting ready to face an opportunity, test, or assignment. Such preparation can reduce the uncertainty a speaker may feel about an upcoming presentation, thereby reducing performance anxiety. Common preparations include trying to use English, studying hard, asking friends for help, looking at the dictionary, asking the teacher, listening carefully to what the teacher says, trying to do better, trying to learn English all the time, prepare yourself better, try to read carefully, concentrate on lessons, search for material on Google, and so on.

c. Positive thinking

Positive thinking can reflect our attitude towards life and our attitude towards ourselves. Positive thinking means that the speaker tries to divert his mind from negative thoughts that can hinder his performance, especially in speaking. Positive thinking means thinking about the best thing that will happen, not the worst thing. Elements of positive thinking include self-confidence, enjoy learning, believe in yourself, be calm, tell yourself we can do it, pray, don't think about the consequences, tell yourself that we are not worried, enjoy English, think funny, imagine giving something great performance rewards, using anxiety to motivate ourselves, we don't take it seriously, an so on.

d. Concentration

Concentration refers to the action or ability to focus one's attention. The goal of this strategy is to provide a good performance to minimize the possibility of errors that can increase the speaker's anxiety. A common practice is to try to speak slowly and focus on what the student needs to do.

e. Peer Seeking

Peer seeking differs from students' willingness to seek out other students who appear to be having difficulty understanding the class and/or coping with their own anxieties. For anxious students, knowing that others have similar problems can be a resource for emotional regulation through social comparison. What we usually do when we see our friends is try to ignore other students, tell ourselves that the problems that are difficult for us are also difficult for other people, tell ourselves that other people should care, look for other people who have problems to understand class, talking to friends in class, and so on.

According to Suhri, Atmowardoyo, and Salija (2019), there are two teacher strategies for managing student anxiety:

a. Peer Group

In this strategy, students are divided into several groups. Therefore, the teacher provides topics to discuss with the group. Students discuss in their groups while the teacher rotates from group

to group to maintain order and encourage and help each group member to be active so that the discussion run well. After that, the teacher assigns one group to present in front of the class and other groups provide comments. The teacher gives students the opportunity to speak. At the end of the discussion they have the opportunity to present it in front of the class. This strategy makes students feel more comfortable studying in groups rather than working individually. If they don't understand the learning objectives and lack information, they can share it with their friends so they don't worry about making mistakes while studying. Teachers use this strategy to give students confidence to express their opinions in discussions.

b. Games

This strategy helps students because students feel happy when participating in learning. This strategy is used to put students in a positive mood and relieve tension when participating in various activities in class, and teachers also use this game to encourage students to talk. Teachers create simple games to encourage students to talk and make them active in class. Students can feel very happy and excited and learning is easy to follow and this strategy is effective for students. This strategy is used to create positive mood among students and reduce anxiety about participating in certain class activities. When they feel happy and relaxed, they can absorb

information well without worrying about circumstances or obstacles in learning.

Shao, Yu, and Ji (2013) found that teachers have high emotional intelligence and consider their students' needs. Teachers' concern for their students is very important. Students with anxiety should be taught that mistakes are allowed, that making mistakes is part of language learning (Gregersen and Horwitz, 2002) and that continuing a conversation is better than remaining silent for fear of making a mistake (Harumi, 2011; King, 2013). Teachers cannot choose classroom activities, techniques or teaching methods without considering each students' interests, reactions, emotions and learning styles (Horwitz, 2000). Therefore, teachers should identify the sources and cause of anxiety by trying to adopt the students' point of view.

Additionally, Zhang (2019) found that anxiety is related to student performance, self-confidence, and motivation. Reducing students' anxiety levels can be effective in increasing their language learning motivation (Yan and Horwitz, 2008). Regarding the influence of trust, Van Batenburg et al. (2019) reported that students' achievement in EFL oral communication could be predicted by their growth in confidence in strategically guided teaching. Pair or small group activities and individual discussions or self-talk have been shown to make most students feel comfortable (Koch and Terrell, 1991), and storytelling in group work has been shown to increase student motivation and self-

confidence (Ahlquist, 2019). To reduce students' anxiety and improve their communicative target language skills, teachers should encourage them to increase their self-confidence, maintain motivation and interest in English, and provide students with opportunities to use English as a target language as often as possible (Carless, 2008; Dewaele, Petrides, & Furnham, 2008; Liu & Jackson, 2008).

In conclusion, strategy is a method, technique or steps that someone takes to improve or develop their activities. Apart from that, teachers or students use these strategies in the teaching and learning process related to education.

6. The Advantages and Disadvantages of Strategies in Reducing Speaking Anxiety

According to Suhri, Atmowardoyo, and Salija (2019), the strategies implemented by teachers have the following advantages:

a. Creating a Positive Learning Environment

All students need structure and want to know that their teachers not only know their content area, but also know how to manage their classrooms. It is the teacher's responsibility to provide clear behavioral and academic expectations right from the beginning and students should know what is expected of them all the time. Another important way to create a positive learning environment is by teaching students effective procedures that are performed in the classroom.

b. Developing communication skill

> Students can express their opinions and desires together with other members or groups. To develop students' oral communication, teachers use group discussions so that students communicate their desires and opinions to others. However, in group learning, students sometimes have difficulty paying attention to differences in ability with other group members, because the results of the discussion arise from all the ideas discussed.

c. Creating collaborative learning

> A group overcomes these difficulties because it requires students to share, discuss and relate their ideas or problems with other group members. Cooperative learning can be a good way when students can learn together and help each other. It can involve students in school life and build good relationship by helping and interacting with others and not only focusing on the individual but also the community. Peers can create collaborative learning that helps students deal with these situations.

d. Relaxing

> These strategies help students enjoy learning in class and can be another factor that can reduce students' anxiety in EFL learning. Every student sometimes needs a relaxed atmosphere that can make them happy while studying in class so they don't feel stressed when studying.

e. Motivating

Motivational strategies to reduce anxiety and stress in class by helping students remember things faster and better. Students can learn with all their senses and encourage students to be active in class, entertain, teach language naturally and improve language skills. Students learn to be more confident in groups than alone. If students feel isolated and the surrounding environment is not supportive, this can increase their anxiety. By reducing anxiety, they can improve their learning experience and increase their self-confidence and motivation to learn.

f. Amusing

The fun and entertaining strategy makes students forget that they are actually learning. This makes students focus on language use rather than language forms, so that they unconsciously apply grammar and vocabulary when speaking English.

Apart from these advantages, according to Kadir, H. and Salija, K. (2018), the strategy implemented also has disadvantages:

a. When students are asked to form several groups, sometimes there are students who do not have their own group because none of their peers want to invite other students into their group. If problems arise in class, the teacher simply asks students who do not have a group to join a group with fewer members. Most girls have their own criteria and are very selective in choosing group members, as stated by Greca and Lopez

(1998) that friendships between girls and boys are different, girls with higher social anxiety have less friendship and contact with others. They feel anxious about studying because they are under pressure from teachers and classmates or peers.

b. When students are interested in the game, they are active is noisy. Sometimes they move and talk too much. This condition makes it difficult for teachers to manage it.

c. Teachers have little time to explain material and provide new vocabulary. So the teachers does not have time to explain further and help them memorize all the new vocabulary.

In conclusion, it can be said that peer group can increase competitiveness which has a positive impact on students' speaking anxiety. When different groups of students express different opinions that show competitiveness, they become more active and try to show better perspectives to achieve the best results in their discussions. There is competition between students in each group even though they feel that their opinions are not accepted by other group members. This can also have a negative impact on students' anxiety in studying because basically they only accept certain opinions from members who master English well. Apart from that, the use of games is a good way to teach English vocabulary and reduce students' speaking anxiety, especially when doing creative activities, but the use of games also has disadvantages.

B. Previous Related Studies

To show the originality of the research, the researcher presents five previous studies that specifically discuss teacher strategies for reducing student anxiety in speaking English. Previous research results are given below.

The first research conducted by Farah Nabillah Muda Wantassen (2022) with the title "The Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang" shows that the strategy used by the teacher to overcome students' anxiety in speaking English at Madrasah Aliyah Belang are games, working in pairs, and using students L1. The teacher use these strategies to facilitate students' English learning, especially to overcome students' anxiety in speaking English. The impact on students is that students feel more relaxed, confident and enthusiastic in English class after the teacher implements this strategy. They also feel confident and motivated to speak English.

Another research conducted by Irmayani, Nunung Anugrawati, and Andi Bulkis Maghfirah Mannong (2022) with the tile "Teachers' Strategies in Overcoming Students' Anxiety in Speaking English" found that teachers used three strategies to overcome student anxiety in speaking English. There are playing games strategy, question and answer strategy and the last one is guessing words. The strategy implemented by the teacher can overcome students' anxiety when speaking English. This can be seen in student performance, when teachers apply strategies and students always try to be

active in the learning process. In fact, students' perceptions of the strategies used by the teacher can influence the students themselves. This means the strategies that teachers used can overcome their anxiety when speaking English. In addition, the results of student interviews show that dominant students feel more active in the learning process, more enthusiastic and more confident in speaking English

The third research written by Barkat Chahra Zed and Hadji Kassida (2017) entitled "Investigating Teachers' and Students' Strategies to Reduce Anxiety in EFL Speaking Classes Case of 1st Year Students at M'Sila University". The researchers found several results that some students experienced many difficulties in learning a second or foreign language. In foreign language learning, several emotional factors are thought to influence learning ability. Anxiety stands out as one of the most influential factors in learning a foreign language. The results of this research are both teachers' and students' questionnaire revealed that students were afraid of speaking English in public. Although existing research provides strategies that teachers and students use to reduce students' speaking anxiety in the EFL classroom, this study is an attempt to understand the nature of anxiety from a different perspective. The results show that language learners themselves can help reduce their speaking anxiety by creating friendships with classmates, sharing anxious feelings with them and practicing English with them, and engaging in positive self-talk. Teachers can also help students by being friendly, encouraging and positive attitude and creating a positive

atmosphere in the second language class and using different class activities such as groups or pairs, language games such as crossword puzzles and charades to limit students' English speaking anxiety

The fourth research conducted by Asti Wahyuni B, Samaria Maneba, and Nining Syafitri (2022) entitled "A Mixed Method Study of Teachers' Strategies in Reducing Students' Anxiety Levels" found that students' anxiety levels were average. Teachers' strategies for reducing students' anxiety include creating a safe environment, using simple English, and working in pairs or groups. It is hoped that the suggestions given based on the interview results will be successful in reducing students' anxiety levels and improving communication between students and teachers. It is important to ensure that students have positive experiences, inspire them to become independent learners and take responsibility for their own education, and convince them that trying is more admirable than achieving everything at once. By implementing these suggestions, teachers can help students improve their English.

The fifth research by Yawen Liu and Jian Wang (2023) entitled "Strategies for Reducing EFL Learners' Foreign Language Anxiety in Online Class: Investigating Teachers' Teaching Credentials and Experience". This study investigates the coping strategies used by Chinese EFL teachers to reduce Chinese EFL learners' Foreign Language Anxiety (FLA) in online class. This study also examined the role of Mandarin English teachers' teaching credentials and teaching experience. This

research used mixed methods. In the qualitative phase, the researcher interviewed 23 theoretically selected teachers and found the most frequently used counter strategies. The results of the thematic analysis of teacher interviews show that Chinese EFL teachers use 26 coping strategies in online learning. The quantitative phase used a 26-item questionnaire developed by the researchers and administered to 200 Chinese EFL teachers selected through convenience sampling. The results show that the reliability and construct validity of the questionnaire are acceptable. The research results also show that experienced and certified teachers use coping strategies more often than less experienced and non-certified teachers. These findings have theoretical implications for educational psychologist and researchers interested in applied linguistics. These findings have practical implications for less experienced and uncertified EFL teachers to learn more about problem-solving strategies to reduce EFL learners' FLA.

Table 2.1 Previous Studies

No.	Title	Similarity	Differences
1.	The Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang by Farah Muda Wantassen (2022)	This research focused in teachers' strategies in overcoming students' anxiety	1. The researcher conducted this research on teachers' at Madrasah Muhammadiyah level and focused on the impact that students get after the teacher applied the strategies in overcoming

			students' anxiety in speaking English. 2. This research used descriptive qualitative method
2.	Teachers' Strategies in Overcoming Students' Anxiety in Speaking English by Irmayani, Nunung Anugrawati, & Andi Bulkis Maghfirah Manning (2022)	This research focused on teachers' strategies in overcoming students' anxiety	1. The researchers conducted research on teachers' in senior high school level 2. This research try to find the strategies used to overcome students' anxiety in speaking English not only from the teacher's opinion but also from students' perception toward the strategies used by the teachers 3. The researchers used descriptive qualitative method
3.	Investigating Teachers' and Students' Strategies to Reduce Anxiety in EFL Speaking Classes Case of 1ˢᵗ Year Students at M'Sila University by Barkat Chahra Zed & Hadji Kassida (2017)	This research focused on teachers' strategies to reduce anxiety in EFL speaking class	1. This research try to find the strategies used to reduce anxiety in speaking English not only from the teacher's opinion but also from the students' perspective 2. This study try to apprehend the nature of anxiety from different perspectives, and explore the effect

			of English learning anxiety on students' language achievement to explore English language learning anxiety 3. This study conducted at university level
4.	A Mixed Method Study of Teachers' Strategies in Reducing Students' Anxiety Levels by Asti Wahyuni B, Sanaria Maneba, & Nining Syafitri (2022)	This research focused on teachers' strategies in reducing students' anxiety in speaking English	This research was conducted to obtain information about students' anxiety levels and the strategies used by the teacher to reduce students' anxiety by using a mixed-method design
5.	Strategies for Reducing EFL Learners' Foreign Language Anxiety in Online Classes: Investigating Teachers' Teaching Credentials and Experience by Yawen Liu & Jian Wang (2023)	This research focused on teachers' strategies for reducing students' anxiety in speaking English	1. This research employed a mixed-method research design 2. This research conducted to investigate teachers' strategies for reducing EFL learners' foreign language anxiety in online classess

CHAPTER III

METHODOLOGY

A. Research Design

This research design used a case study research design. According to Gay, Millis, and Airasian (2006), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. In this research, the researcher collected the data through classroom observation, interview, and documentation. Classroom observation, interview, and documentation used to find out the situation in the class and to find out the teacher's strategies to reduce students' anxiety in speaking English. In this research, the researcher used observation checklist to get data in the classroom and acted as non-participant observer.

The researcher observed the teaching and learning process and interaction between the teacher and students supported by video recorder. Then the researcher identified the teacher's strategies in reducing students' anxiety in speaking English, the way the teacher interact with students in the process of teaching and learning and the expression when the teacher used strategies to reduce students' anxiety in speaking English. After that, the researcher conducted an interview with the English teacher to get additional information about the way the teacher used the strategies in reducing students' anxiety, the advantages and disadvantages from those strategies. Some explanation from the English teacher has been added more

information to identify the advantages and disadvantages of the strategies in reducing students' anxiety in speaking English. The main data of this research is the strategies used by the English teacher to reduce students anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta.

B. **Research Setting**

1. Place of Research

    The research has been carried out at SMP Muhammadiyah 5 Surakarta SMP Muhammadiyah 5 Surakarta is one of the junior high schools operating under the auspices of the Muhammadiyah Regional Leadership of Surakarta City. The school, which was previously called Sekolah Kepandaian Putri (SKP) was founded in 1947 and until on July 1977 changed its name to SMP Muhammadiyah 5 Surakarta is located at Jl. Slamet Rivadi No. 443, Pajang, Kec. Laweyan, Kota Surakarta, Jawa Tengah, 57146.

    SMP Muhammadiyah 5 Surakarta offers a comfortable environment and easy access for all its academic community. Because of this, the students who study at this school come from various areas in Surakarta so that each student has a different background. As one of Muhammadiyah's modern schools, SMP Muhammadiyah 5 Surakarta offers 4 superior programs, namely the boarding school program, special tahfidz program, sport class program, and regular program.

2. Time of Research

This research carried from 14-16th of November 2023 at SMP Muhammadiyah 5 Surakarta. The schedule of the research is made in form of time table.

Table 3.1 Time of Research

Activity	Month											
	Aug	Sept	Oct	Nov	Des	Jan	Feb	Mar	Apr	May	Jun	Jul
Title submission	■											
Pre-research	■											
Writing proposal		■	■									
Consultation and guidance		■	■									
Proposal seminar				■								
Conduct the research on field				■								
Collecting and analyzing the data					■							
Writing chapter IV & V					■	■	■					
Consultation and guidance					■	■	■					
Report the research								■				

C. Research Subject

The research applied the purposive sampling technique in getting data because the sample data sources need special consideration. In getting data, the researcher observed the classroom environment and interviewed the English teacher in SMP Muhammadiyah 5 Surakarta and also the data in the form of documentations from lesson plan. Furthermore, the subject has been chosen through purposive sampling utilized in qualitative research in an attempt to identify precise evidence and condence information regarding the research problems (Palinkas, et al., 2015).

The subject of this research is Mr. Cholid Sugeng Purnama, S.Pd (C.S.P) as an English teacher at the eight grade students of SMP Muhammadiyah 5 Surakarta. The researcher has been chosen classess 8A, 8D, and 8E because of the consideration of conductive learning atmosphere. The object of this study is the strategies applied by the English teacher to reduce students' anxiety in speaking English, the advantages and disadvantages of the strategies applied by the teacher.

D. Data and Source of the Data

The sources of data are very significant in the research. The researcher was not be able to get information without knowing the sources of the data. Sources of data are subjects who give the data or information or where the data has been gotten from. The source of data in this study is the subject from which the data can be collected for the purpose of research (Arikunto, 2010). In this study, the researcher used an observation checklist,

interview guideline, and documentation to obtain the data from research subject. Then the data sources were categorized as three things below:

1. Informant

    Informant is the man that gives about information (Hornby, 1995). In this study, the informant related to an English teacher at the eight grade students of SMP Muhammadiyah 5 Surakarta who acted as the researcher's subject and gave key information to the data.

2. Documents

    Documentations can be in the form of written text or picture that can be used to obtain information (Sugiyono, 2010). In this study, the researcher used the lesson plan, students' assignments in the form of vlog, and interview transcript from voice recorder and video recorder from the observation as the documents to the data source.

3. Events

    An event is a unique moment in time that is commemorated or observed to satisfy specific needs. Events are synonyms with occurrences, happenings, incidents, occasion, and experiences. While sometimes events occur on their own, events may also occur as planned activities directed towards attainment of a defined goal or objective. According to Philip Kotler, "events are defined as occurrences to communicate particular messages to target audience."

E. Technique of Collecting the Data

a. Observation

Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting. The goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants. Observers attempt to see the world through the eyes of those they are studying. They observe carefully in an effort to acquire "members" knowledge and consequently understand from the participants' point of view what motivated the participants to do what the researcher has observed them doing and what these acts meant at the time" (Schwartz & Jacobs, 1979, p. 8). Patton (1990, pp. 202–05) identified several strengths of observational data for qualitative program evaluation:

1. Direct observation of social phenomena permits better understanding of the contexts in which such phenomena occur.

2. Firsthand experience allows the researcher to be open to discovering inductively how the participants are understanding the setting.

3. The researcher has the opportunity to see things that are taken for granted by participants and would be less likely to come to the surface using interviewing or other data collection techniques.

4. The researcher may learn sensitive information from being in the setting that informants may be reluctant to discuss in interviews.

5. Getting close to social phenomena allows the researcher to add his or her own experience in the setting to the analysis of what is happening.

The researcher conducted direct observation by directly observing the learning environment in the classroom and what strategies the teacher used in reducing students' anxiety in speaking English. The goal of observation is to understand what strategies used by the teacher and what are the advantages and disadvantages from the strategies applied to reduce students' anxiety in speaking English. The teacher has been observed by the researcher using the observation checklist. In this case, the researcher observed whatever done by the English teacher related to the teacher's strategies in reducing students' anxiety in speaking English. The observation checklist that has been used by the researcher adopted and adapted from Fortune (2000). The observation checklist focused on the lists of teacher's strategies in reducing students' anxiety in speaking English whether it is used in the observation, not applicable, or as an additional strategy.

b. Interview

Arikunto (2006) stated that interview is also called as the dialogue done by the interviewer and interviewee. In this research, the researcher will conduct an interview with the English teacher to get complete and credible data to know their response relate to teacher's strategy in reducing students' anxiety in speaking English, the advantages and disadvantages from the strategies applied.

The technique of interview in this research was used semi-structured interview. According to Anne Galetta, semi-structured interview both open-ended and more theoretically driven questions, eliciting data grounded in the experience of the participant as well as data guided by existing constructs in the particular discipline within which one is conducting research. It means semi-structured interview is a combination of more theoretical questions and coming up with data based on experience. The researcher conducted an interview with the English teacher to find out specific information about the strategies used by the teacher in reducing students' anxiety in speaking English, which can be compared with information gained in the observation.

The interview consisted of 22 questions but the question can be more than it during the interview later. The interview has been done after the class finished. The researcher asked several questions related to teacher's strategies in reducing student's anxiety in speaking English and the advantages and disadvantages in implementing the strategies.

The questions of the interview was adopted and adapted from Linse and Nunan (2005).

c. Documentation

A valuable source of information in qualitative research can be documentation. Documentation is a technique of data collection by gathering and analyzing documents, whether written documents, pictures, and electronic (Nana, 2004). In this research, the function of documentation method is to make credible the result of interview. Arikunto (2006) indicated that documentation is used to get the data directly from the place research usually they are relevant books, laws, activities report. The documentation referred to by the researcher in this context is in the form of lesson plan, photos and video recording during observation in the classroom, and interview transcript during interview with the English teacher.

The goal of documentation is to present evidence or a description of the data obtained based on the observation and interview that will be carried out. Photos and video recording are documentation in observing the strategies used by the teacher in reducing students' anxiety in speaking English. In addition, interview transcript and photos are the documentation that has been obtained during interview with the teacher to see whether the information that has been obtained from interview is in accordance with the results of observation in the classroom. Lesson plan is the documentation in order to gain the information that the

strategies used by the teacher is in accordance with the materials delivered to the students. At this stage the researcher conducted research to obtain information through documentation. Documentation as a provident of study results like the camera to take the picture to complete this study.

F. Research Instrument

Several research instruments are used to support this research. Instrument which are used in this research as like:

1. Observation Checklist

   In this research, the researcher was used observation to get the data in the classroom. The observation has been conducted to find out the real or factual situation of the teaching and learning speaking English process and to understand the natural environment as lived by participants, without altering or manipulating it. During the observation, the researcher used observation checklist to note all the teacher's strategies to reduce students' anxiety in speaking English and to note the advantages and disadvantages from the strategies applied. Observation checklist for identifying any kind of teacher's strategies is designed using "Yes" or "No" checklist based on teacher's strategies from Kondo and Ying-Ling Theory of Strategies to Reduce Students Anxiety in Speaking English .

   The researcher used the observation checklist which adapted from the previous studies to achieve the objective of the research.

Observation checklist also contained of component implementation of teacher's strategies to reduce students' anxiety in speaking English. In the part of observation checklist the researcher also added field note because it alternative ways from the researcher to overcome the condition that was not in the observation checklist and the researcher got the data more detail.

Table 3.2 Observation Checklist

Identity:

Teacher: ....

Observer: ....

Class: ....

Skill: ....

No.	Activities	Checklist		Description
		Yes	No	
	The teacher used the strategies to reduce students anxiety in speaking English based on Kondo & Ying-Ling (2004) and Suhri, Atmowardoyo, & Salija (2019) theories:			

1.	Relaxation			
2.	Preparation			
3	Positive thinking			
4.	Concentration			
5.	Peer seeking			
6.	Peer group			
7.	Games			

2. Interview Guidline

The interview is a way of collecting data by delivering some questions to the informants directly so that the researcher conducted an interview the English teacher. It has been used as an instrument to get information or data about the teacher's strategy used to reduce anxiety in speaking English. In conducting an interview, the researcher used the semi-structured interview. Interview guideline for identifying any kind of teacher's strategies is designed using semi-structured interview based on teacher's strategies from Kondo and Ying-Ling theory of Strategies to Reduce Students Anxiety in Speaking English, Suhri, Atmowardoyo, & Salija theory of Advantages of Strategies in Reducing Students' Anxiety in Speaking English, and Kadir & Salija theory of Disadvantages of Strategies in Reducing Students' Anxiety in Speaking English.

The researcher generally started with some defined questioning plan but pursued a more conversational style of interview that might see questions answered in order more natural to the flow of conversation. In this case, the researcher provided the interview guide questions, but the questions could be added depending on the interviewees' answers. So that, it did not only focus on the interview guide questions. After the class end, the researcher interviewed the English teacher who teaches at the eighth grade students to get information or data about the strategies to reduce students' anxiety and the advantages and disadvantages from the strategies applied. Hence, the researcher formulated the question guidline that consists of 22 questions to make easy in interviewing the teacher.

Table 3.2 Interview Guideline

Research Question 1	List of Questions
Strategies to reduce students anxiety in speaking English based on Kondo & Ying-Ling (2004) and Suhri, Atmowardoyo, & Salija (2019) theories. Aspect:	
1. Relaxation	1) How do you make your student relax?
2. Preparation	2) How do you prepare the students for getting ready for some occasion?
3. Positive thinking	3) What is your solution to make the students divert their mind from negative thoughts especially in speaking performance?
4. Concentration	4) What is your solution to make the students focusing one's attention?
5. Peer seeking	5) What is your solution for the students who have difficulty understanding the class or controlling their anxiety?

6. Peer group	6) How do you allowed the students to discuss with their group and make them confident to give opinion in discussion?
7. Games	7) How do you make fun and easy learning, put students in positive mood, and stimulate students to speak?
Research Question 2	**List of Questions**
Advantages of strategies applied to reduce students' anxiety in speaking English (Suhri, Atmowardoyo, & Salija, 2019) Aspect:	
1. Developing students' self confidence	8) How do you encourage students to have higher levels of self-confidece?
2. Developing communication skill	9) How do you provide opportunities for students to use the target language frequently? 10) How do you encourage students to share their aspiration and opinion with others?
3. Creating collaborative learning	11) How do you encourage students to maintain their motivation and interest in studying English?
4. Relaxing	12) How do the strategies can help students to enjoy learning? 13) How do the strategies make a relax situation for students to make them joyfull in learning at class?
5. Motivating	14) How do you keep students motivated to confident to speak? 15) How do the strategies can help students remember things faster and better? 16) How do the strategies allow students to learn using all their senses?
6. Amusing	17) How do you encourage students to focus on the use of language rather than the language forms?
Disadvantages of strategies applied to reduce students' anxiety in speaking English (Kadir & Salija, 2018) Aspect:	
1. Students' low self-perception	18) What makes the students feel unconfidence to speak in front of the class?
2. Students' lower English proficiency	19) What makes the students feel difficult in translating and pronunciation?

3. Students' difficulties to make some groups	20) What makes the students difficult to make some groups?
4. Students' made noisy and too much move and speak so the teacher difficult to control them	21) How do you control the students?
5. Teacher only had a little time to explain the material and give some new vocabularies	22) What do you do when you have no longer time to explain more and help the students to memorize all the new vocabularies?

3. Documentation

Documents technique, will be used to collect data from non-human sources. This source consists of documents and records. Record as every article or statement prepared by or for an individual or organization to prove the existence of an event. The documents will be used to refer or not in addition to the recordings, which are not specially prepared for specific purposes. In this research, the researcher will use the lesson plan, examination sheet, reference books and the media use by the teacher in teaching speaking English to support the data of the teacher's strategies to reduce students' anxiety in speaking English.

G. **Trustworthiness of the Data**

The trustworthiness in qualitative research generally is often questioned by positivists, because their concepts of validity and reliability cannot be addressed in the same way in naturalistic work. Guba proposes four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study. By addressing similar issues, Guba's

construct correspond to the criteria employed by the positivist investigator such as credibility, transferability, dependability, and confirmability.

In this research, to provide the trustworthiness of qualitative data, the researcher will use triangulation. Triangulation refers to the use of multiple methods or data source in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). The data gathered from the research is in the form of observation, interview, and documentation to see whether the researcher findings are credible or not, so it should be checked.

According to Alwasilah (2002) the word "trustworthiness" is derived from description, conclusion, interpretation, and any other kinds of report. Creswell (2009:199) stated that triangulation of data will be collected through multiple sources such as observation, interview, and documentation. Triangulation is a correction technique which uses something out of the data for verification or as a comparison to the data.

Denzin (1978) and Patton (1999) identified four types of triangulation: (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data source triangulation. In this research, the researcher will use method triangulation. Triangulation of method means that the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another.

H. Technique of Analyzing the Data

In this study, the writer used a qualitative data analysis technique. To analyze the data, the writer followed the steps proposed by Huberman in Presley (2012). The data analysis in this study will be broken down into three stages; they are Data Reduction, Display the Data, and Drawing the Conclusion.

1. Data Reduction

The observational checklist, interview, and documentation will be checked out as the way to investigate that all of the study problems will be answered. Data from observation is about teacher's strategies that applied by the English teachers to reduce students' anxiety in speaking English and the researcher will transcript then analyze the recording of observation and interview to know clearly the result from the informant.

2. Display the Data

In this section, the researcher will start to prepare the data that will be displayed in the study and make interpretations. Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Miles and Huberman (1984) stated that in qualitative research, the most

frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand.

3. Drawing the Conclusion

    In the last section in analyzing data, the researcher made the conclusion as the result of the study. Referring to the data analysis, the writer will analyze the speaking teaching strategies using the theory proposed by Kayi, H (2006). The researcher writes down the conclusion based on the data observation, interview, and documentation. The researcher also makes interpretation of the data observation and interview to make the conclusion. The conclusion is written down based on the data and what the researcher had been collecting about, then analyze all to make a conclusion.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher would like to present the data concerning the problem statement in Chapter 1. Therefore the report is divided into two parts, research finding and discussion. There were two objectives in this research. The first was to describe the strategies used by the English teacher to reduce students' anxiety in speaking English and the second was to describe the advantages and disadvantages of the strategies applied by the teacher to reduce students' anxiety in speaking English. The researcher used observation, interview, and documentation for data collection techniques. The observation data collection was conducted from 14-20th of November 2023. Researcher has made three observations for research. Interview was conducted at 16th of November 2023. Researcher uses theory about strategies used by the English teacher to reduce students' anxiety in speaking English by Kondo & Ying-Ling (2004) and theories about the advantages and disadvantages of strategies used by the teacher to reduce students' anxiety in speaking English by Suhri, Atmowardoyo, & Salija (2019) and Kadir, H & Salija (2018). Researcher used Indonesian language in asking some questions for the teacher then transcript.

A. **Findings**

1. **The Strategies Used by the Teacher to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024**

There are six strategies used by the teacher, namely relaxation, preparation, positive thinking, concentration, peer seeking, and peer group. The implementation of each strategies can be seen in the findings below:

a. Relaxation

Based on the first, second, and third observation result which was carried out on 14, 15, and 20 November 2023, firstly the teacher explained about the material which discuss about the school, text of a person (Jean Martin), and things in room (preposition) while the students listen carefully about what the teacher explained about. The teacher provided the key words so that the students can describe the condition of each room in school when they making a vlog and so that the students can speak in front of the class when they are asked to describe about a person and things in room. Furthermore, the teacher asked the students to calm themself in order to reduce stress and anxiety hormones and increase circulation to the brain.

The result of the observation supported by the results of interview with the English teacher. The result of the interview with the teacher was explained that to get students to relax when learning speaking English, the teacher provides easy materials which students encounter every day. Then the teacher gives examples of the pronunciation so that students do not feel inferior, at least knowing to together it will make them confident in each other, not

making fun of each other. The teacher also provides ways so that it is easy for students to remember the content conveyed by the teacher, for example, with the story material provided, the teacher helps students to remember the key words, then also try to find out how to combine the ideas with the content that they read so that it can be sustainable. So, the teacher gives the students the opportunity to express every idea they conveyed in English. According to Mr. CSP that:

"*Yang pertama kita berikan materi-materi yang mudah, yang mereka setiap hari ketemu. Kemudian kita beri contoh untuk pengucapannya biar mereka tidak merasa minder, setidaknya tahu secara bersama-sama itu akan membuat mereka saling percaya diri, tidak mengolok-olok. Kemudian kita juga berikan cara agar mereka itu mudah mengingat konten yang kita sampaikan, misalkan dengan materi cerita yang kita berikan itu kita bantu mereka untuk mengingat kata kuncinya, terus ikhtiar bagaimana menggabungkan ide dengan konten yang mereka baca itu biar bisa berkelanjutan. Jadi, kita berikan kesempatan pada anak-anak itu bagaimana setiap ide yang mereka sampaikan itu selalu bisa diekspresikan dalam bahasa Inggris.*" (Mr. CSP, interview, 16 Nobember 2023)*

So, based on the observation and interview it can be concluded that the teacher provides easy materials which students encounter every day and gives examples of the pronunciation. The teacher also provides ways so that it is easy for students to remember the content conveyed by the teacher. The documentation data of the teacher's strategy showed below:

Figure 4.1 the teacher applied relaxing strategy by giving easy materials which students encounter every day and gives example of the pronunciation.

b. Preparation

Based on the first, second, and third result of observation which was carried out at 14, 15, and 20 November 2023, the teacher prepare material that focuses on one theme in each class and prepare

vocabulary so that students can easily remember then develop sentences related to the theme when practicing speaking. The teacher provides vocabulary and simple sentences which displayed on PowerPoint slide and then asked students to say the vocabulary in the text many times so that students can then memorize it without needing to read the text again and create simple sentences when they practicing speaking. Furthermore, the theacher invited the students to prepare for the learning process and getting ready to face an opportunity so that students can reduce the uncertainty they may feel about an upcoming presentation. The preparations include trying to use English, studying hard, asking friends for help, invited the students to ask the teacher, listening carefully to what the teacher says, trying to do better, prepare themself better, try to read carefully, and concentrate on lessons, enter the classroom and become immediately engaged in a learning activity, and get the teacher's attention without disrupting the class.

The results of observation supported by the results of interview with the teacher. As for the preparation so that the students to be ready to face all opportunities, the teacher tried to focus on the theme so that the teacher can prepares their vocabulary around that theme. Once the theme is ready, the teacher gives them simple sentences and with the words that the teacher gives can stimulate students to make simple sentences. Then from that simple sentences

they will be able to innovate themselves to express to other things outside that theme. Initially the teacher has to focus on an easy theme that students can express and prepare vocabulary, apart from relevant vocabulary themes and how to organize it easily and simply. According to Mr. CSP that:

"*Kita berusaha memfokuskan tema agar mereka kosakatanya seputar tema itu bisa kita siapkan. Setelah tema itu siap, kita berikan mereka kalimat-kalimat sederhana, dengan kata-kata yang kita berikan itu kita stimulasi mereka untuk membuat kalimat-kalimat yang sederhana. Kemudian dari kalimat sederhana itu mereka nanti akan bisa berinovasi sendiri untuk mengekspresikan hal-hal yang lain di luar tema itu. Awalnya memang harus fokus ke satu tema yang mudah, yang mereka bisa mengungkapkannya. Jadi tipsnya itu. Kosakata kita siapkan, selain tema kosakata yang relevan terus bagaimana menyusun dengan mudah dan sederhana.*" (Mr. CSP, interview, 16 November 2023)*

So, based on the observation and interview, it can be concluded that the teacher tried to focus on the theme so that the teacher can prepares their vocabulary around that theme. The teacher also gives students simple sentences in order to stimulate students to make simple sentences. The documentation data of the teacher's strategy showed below:

Figure 4.2 the teacher tried to focus on the theme so that the teacher can prepare their vocabulary around that theme and gives students simple sentences.

c. Positive thinking

Based on the result of the first, second, and third observation which was carried out at 14, 15, and 20 November 2023, the teacher provides vocabulary stimulants to students and motivates students to always think positively and think about the best things that will happen. The teacher stimulates students so that they feel confident, happy, and calm in the learning process. Furthermore, the teacher

also ensures that students can continue to try to speak without having to be afraid of the consequences or mistakes, stimulate students so they do not worry and can enjoy learning English, think about funny and enjoyable things, and give rewards in the form of praise to each student's performance.

The results of observation supported by the results of interview with the teacher. In fact, the teacher gives the students attention for getting them to divert their minds from negative thought, especially in their speaking performance. They will be motivated to continue the efforts that have been conveyed and the next thing the teacher gives them is the vocabulary stimulant. Relevant vocabulary, maybe they want to find the word or are having difficulty, so the teacher can gives them a stimulus. According to Mr. CSP that:

"Ya... ini, mereka justru dengan kita beri perhatian. Mereka akan termotivasi untuk melanjutkan upaya yang sudah disampaikan, terus yang berikutnya itu ya kita beri stimulan kosakata itu tadi. Kosakata yang relevan, barangkali mereka mau menemukan kata itu atau kesulitan ya itu bisa kita beri stimulus." (Mr. CSP, interview, 16 November 2023)

So, based on the observation and interview it can be concluded that the teacher gives the students attention for getting them to divert their minds from negative thought, especially in their speaking performance. The teacher will motivates students to continue the efforts that have been conveyed and stimulates students to enjoy and confident in the learning process by giving them the

vocabulary stimulant. The documentation data of the teacher's strategy showed below:

Figure 4.3 the teacher giving the students attention for getting them to divert their minds from negative thought and motivates them to enjoy and confident by giving them vocabulary stimulant.

d. Concentration

Based on the result of second observation which was carried out at 15 November 2023, the teacher provide a fun and easy performance by practicing the combination of drilling, role play, and rebuilding sentence. The results of observation supported by the results of interview with the teacher. The teacher tried to look

attractive so that students can concentrate and focus on learning.

Then the next step is how does the teacher presented a strategy that

feels easy and fun for the students. So, to re-express that, the teacher

still needs content that the students themselves find it easy to say and

finds it easy to express. According to Mr. CSP that:

"Kita sendiri ikhtiar tampil menarik. Kemudian yang berikutnya bagaimana kita menyajikan metode yang bagi anak itu terasa mudah, menyenangkan. Jadi, bahasa Inggris yang mudah dan menyenangkan itu biasanya pakai drill, pakai lagu, pakai film itu membuat mereka senang. Nah, nanti untuk mengeskpresikan ulang itu ya kita tetep butuh konten yang anak itu sendiri merasa mudah mengucapkannya, merasa mudah mengekspresikannya, begitu." (Mr. CSP, interview, 16 November 2023)

So, based on the observation and interview it can be

concluded that the teacher practicing the combination of drilling,

repetition, role play, and rebuilding sentence in order to provide a

fun and easy performance. The teacher also tried to look attractive

so that students can concentrate and focus on learning. The

documentation data of the teacher's strategy showed below:

Figure 4.4 the teacher tried to look attractive so that students can concentrate and focus on learning.

e. Peer seeking

Based on the result of the first observation which was carried out at 14 November 2023, the teacher invited students to discuss and create a text about the school so that the students were not embarrassed when they work with team with that age then asked them to make a vlog about the condition and nature of each room in school. From this, students can learn to work together with their peers to discuss when describing the nature and condition of each room in school so that they can see each other's speaking abilities and help each other to remember the vocabulary used.

The results of observation supported by the results of interview with the teacher. The teacher's strategy so that students

can control their anxiety is sometimes by work in group. When students work with a team of that age, they are not embarrassed. Then, so that the teacher can continue to implement it, provide guidelines, and provide steps to prepare it. So the students actually already have ideas, but to discover the English language, how to use the vocabulary, what to use in English, if the teacher have an inventory, it makes things easier for the students. According to Mr. CSP that:

"*Ya itu, kadang kita kerja kelompok. Anak-anak kalau kerja bersama tim yang seusia itu mereka tidak canggung, tidak malu. Kemudian agar tetap bisa melaksanakan ya kita beri guideline, langkah-langkah mempersiapkannya itu kita berikan. Seperti kemarin itu, teks deskriptif tentang sekolah itu anak-anak sudah kita ajak bahas dulu tentang kondisi atau sifat dari setiap ruangan, ruang itu besar, kecil, terus warnanya, kenyamanannya, comfortable, uncomfortable, kita sebutkan sebagai referensi kosakata yang dibutuhkan. Jadi anak-anak sebenarnya sudah punya ide tapi untuk nemu bahasa Inggrisnya, vocabulary-nya itu bagaimana, meng-inggriskannya apa, kalau sudah kita inventaris itu Alhamdulillah mempermudah anak.*" (Mr. CSP, interview, 16 November 2023)*

So, based on the observation and interview it can be concluded that the teacher divides students into several groups so that the students were not embarrassed when they work with team with that age by asking them to make a vlog about the condition and nature of each room in school so the students can see each other's speaking abilities and help each other to remember the vocabulary used. The documentation data of the teacher's strategy showed below:

Figure 4.5 the students can learn to work together with their peers to discuss when describing the nature and condition of each room in school.

f. Peer group

Based on the result of the first observation which was carried out at 14 November 2023, the teacher created opportunities to practice speaking in groups by making vlog so that the students will not feel worried or afraid when speaking English. The teacher divided students into several groups and provided topic about the nature and condition of each room in school and assigns the groups to make a vlog that will be presented in front of the class. The teacher gives students opportunity to speak by work in group, then at the end of the discussion they have the opportunity to present and evaluate

the result of their vlogs so that they can share their understanding with each other and confidence to speak.

The results of observation supported by the results of interview with the teacher. In class, if there are themes that are dialogue in nature, the teacher often practices them in pairs (peer group), for example, checking understanding, admiring, or greeting are things that can be practiced every day. The more often the teacher creates opportunities to practice in groups, especially small groups consisting of two people, the more students will not feel worried or afraid when speaking English. According to Mr. CSP that:

"*Untuk di kelas, kalau ada tema-tema yang bersifat dialog, itu sering saya praktekkan berpasangan, kalau kelompoknya Cuma dua dua gitu kita praktekkan. Misalkan tentang checking understanding, atau admiring, atau greeting itu kan hal-hal yang bisa praktekkan sehari-hari. Jadi seperti itu. Semakin kita sering membuat peluang praktek dalam kelompok apalagi kelompok kecil yang terdiri dari dua orang itu Insyaallah semakin membuat anak itu tidak merasa khawatir, tidak merasa takut ketika berbicara bahasa Inggris.*" (Mr. CSP, interview, 16 November 2023)*

The teacher still monitor the group closely because it does take a lot of time when it comes to these groups in order to give students the opportunity to discuss with their groups and make them confident to express their opinions and discussions. In addition, the teacher really prepares that with the guideline, theme guide, and the technicalities per item of the theme itself, then continue to prepare it and monitor it. According to Mr. CSP that:

"Ini memang makan waktu banyak ya kalau masalah kelompok-kelompok itu. Ya, pas kelompok itu tetap kita awasi betul. Mereka ngobrol yang lain atau ke materi. Itu betul-betul kita siapkan dengan guideline itu tadi, dengan panduan tema, teknis per item tema itu sendiri, itu kita siapkan terus berikutnya diawasi jangan sampai di luar sana mereka tidak membicarakan itu, tidak mempraktekkannya." (Mr. CSP, interview, 16 November 2023)

So, to form a Peer Group it still cannot be completely give up supervision. Supervision is still needed. When students are happy with for example by making a vlog, they reflexively and voluntarily read it over and over again, trying to memorize it, and keep trying to perform perfectly. Then finally, the results of their video work will be discussed together, it was the most boisterous and the noisiest at that time. Some of them were embarrassed and did not want to see when the video was being played. But after a while they understood the goal is to correct if there is a mistake or at least if there is an opportunity for improvement, so they can understand the purpose of the evaluation. According to Mr. CSP that:

"Iya, masih perlu pengawasan. Antara anak sekarang kan beda, tetapi tidak semua begitu. Ketika dia sudah senang dengan misalkan membuat video, dia secara reflek, secara sukarela itu membaca berulang-ulang, berusaha menghafal, terus berusaha tampil dengan sempurna. Itu yang dilakukan biasanya ketika mereka senang tampil di video. Kemudian yang terakhir, kan nanti hasil karya video mereka itu kita diskusikan bersama, ditonton bareng-bareng, didiskusikan bareng-bareng, itu paling riuh, paling berisik saat itu. Mereka ada yang malu, nggak mau lihat ketika videonya disetel itu dia milih keluar. Nah ada yang begitu, sebagaimana anak-anak ya, biasa. Tapi lama-lama dia mengerti, oh tujuannya untuk mengoreksi apabila ada kesalahan atau setidaknya kalau ada peluang perbaikan nah mereka bisa mengira-ngira oh jane kudune ora ngono. Jadi, mereka paham maksud dari evaluasi itu." (Mr. CSP, interview, 16 November 2023)

So, based on the observation and interview it can be concluded that the teacher created opportunities to practice speaking in groups by making vlog so that the students will not feel worried or afraid when speaking English. The teacher gives students opportunity to speak by work in group, then at the end of the discussion they have the opportunity to present and evaluate the result of their vlogs so that they can share their understanding with each other and confidence to speak. The documentation data of the teacher's strategy showed below:

Figure 4.6 the students divided into several groups and provided topic about the nature and condition of each room in school and the teacher assigns the groups to make a vlog.

2. **The Advantages and Disadvantages of Strategies to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024**

a. The Advantages

   1) Creating a positive learning environment

       Based on the first observation result, the teacher trying to be close mentally and psychologically to the students to make fun and easy learning, put students in a positive environment and mood, and stimulate students to talk. Then the teacher often provides information that English is easy because it is widely used and by learning English the solution to this problem can be resolved immediately, because everywhere people need English. The observation result supported by the interview result with the English teacher. According to Mr. CSP that:

       "Ya itu tadi, yang pertama saya berikhtiar dekat secara mental, secara psikis ke anak. Terus yang kedua, kita sendiri sering memberikan informasi oh bahwa bahasa Inggris itu mudah, bahasa Inggris itu mudah karena banyak digunakan, dan banyak digunakan itu menjadi sesuatu yang kita butuhkan. Dengan belajar bahasa Inggris solusi masalah itu bisa segera terselesaikan, karena ke mana-mana orang butuh bahasa Inggris." (Mr. CSP, interview, 16 November 2023)

       So, based on the observation and interview result, it can be concluded that the teacher trying to be close mentally and psychologically to the students, then the teacher often provides information that English is easy because it is widely used.

   2) Developing communication skill

Based on the second observation result, the teacher's strategy for providing opportunities for students to frequently use the target language such as by greets them in English every day, not just in class or admires them everywhere using English. The teacher often asked the students for opinions to encourage students so that they dare to convey their opinions or aspirations to other people. Furthermore, teacher respects their opinion then invites them to listen to other people's opinions. So that they not only just think about their own opinion, but also want to assess the advantages of their own opinion and the advantages of other people's opinions. The observation result supported by the interview result with the English teacher. According to Mr. CSP that:

"Wah ini yang agak sulit, ya. Karena saya menyapa mereka sehari-hari pakai bahasa Inggris, tidak hanya di kelas. Atau I admiring them in everywhere using English, ketika saya ketemu mereka di mushola, saya memberi pujian oh you are a good boy, you are a good girl, you are sholehah girl, atau you are sholeh boy yang singkat-singkat saja." (Mr. CSP, interview, 16 November 2023)

So, based on the observation and interview result, it can be concluded that the teacher providing opportunities for students to frequently use the target language such as by greets them in English every day. The teacher also often asked the students for opinions to encourage them so that they dare to convey their opinions or aspirations to other people.

3) Creating collaborative learning

Based on the third observation result, to encourage students to maintain motivation and interest in learning English, the teacher giving them orientation about future education which always requires English, in Indonesia people use English, especially when they go abroad so that we can't get away from English. The observation result supported by the result of interview with the English teacher. According to Mr. CSP that:

"Ya, memberi orientasi mereka tentang pendidikan kedepan itu selalu butuh bahasa Inggris, SMA ada bahasa Inggris, apalagi kuliah. Kuliah semua bidang, semua jurusan, semua pakai bahasa Inggris. Jadi, di Indonesia pakai bahasa Inggris apalagi sampai ke luar negeri. Kita nggak bisa lepas dari bahasa Inggris, sekaranng saja iklan-iklan saja pakai bahasa Inggris, kita ketemu mesin cuci di rumah instruksinya ya pakai bahasa Inggris, terus apalagi medsos itu pakai bahasa Inggris semua juga." (Mr. CSP, interview, 16 November 2023)

So, based on the observation and interview result, in can be concluded that the teacher giving the students orientation about future education which always requires English in order to maintain students' motivation and interest in learning English.

4) Creating a relaxed atmosphere

Based on the second observation result, the teacher also makes a joke, keep giving awards, and praise often for creating a relaxed atmosphere, so that students can enjoy and be happy. The teacher praise whatever progress the students make. What is clear is that the students must also be willing to praise other people. So, the students don't just want to be constantly praised, but also must not forget to be able to give praise for appreciation

to other people. The observation result supported by the interview result with the English teacher. According to Mr. CSP that.

"Ya, make a joke, bercanda, terus beri penghargaan, sering memuji. Apapun progress yang didapatkan oleh anak itu kita puji. Terus yang jelas mereka juga harus mau memuji orang lain. Jadi, tidak hanya sekedar pengen dipuji terus, tetapi juga tidak boleh lupa untuk bisa memberi pujian atau penghargaan kepada orang lain." (Mr. CSP, interview, 16 November 2023)

Based on observation and interview result, it can be concluded that the teacher makes a joke, keep giving awards, and praise often for creating a relaxed atmosphere, so that students can enjoy and be happy. The teacher praise whatever progress the students make.

5) Motivate students' self-confidence

Based on the second observation result, the teacher often gives examples or make sure to students to increase their self-confidence. The most important thing is, if we are used to communicating well, it will be easy. The observation result supported by the interview result with the English teacher. The strategy that implemented by the teacher helps students to remember things faster and better is by grouping themes, then the teacher has to enter the theme parameters into logic. Next, the teacher can sort each thing so that there is a general theme, there is an opening, content, and closing. According to Mr. CSP that:

"Saya sering memberi contoh atau memastikan kepada anak-anak. Setiap kali saya dapat tugas menulis, mengajar, atau memberi pidato atau apa, itu mereka melihat, misalkan saya ikhtiar saya bisa bertugas sebagai apapun, seorang guru bahasa inggris, guru mengaji, khotib, bisa saya jalani semua. Yang terpenting, kalau kita terbiasa berkomunikasi dengan baik Insyaallah mudah." (Mr. CSP, interview, 16 November 2023)

The teacher also teaches what basic communication is. Basic communication requires someone to talk to. Then there is the goal of the person speaking, what benefits the person who hears will get, and what information they will get. According to Mr. CSP that:

"Ya, yang pertama dengan mengelompokkan tema, terus kita harus memasukkan parameter tema itu ke dalam logika. Berikutnya, kita bisa mengurutkan setiap hal itu pasti ada tema umumnya, ada pembuka, isinya, dan penutupnya. Jadi, hal-hal yang seperti itu hal-hal yang logis ya dalam berdialog di setiap komunikasi. Saya juga mengajarkan komunikasi dasar itu apa. Komunikasi dasar itu harus ada orang yang diajak berbicara dan ada yang berbicara. Kemudian ada tujuan orang yang berbicara itu apa, terus orang yang mendengar itu manfaatnya dapat apa, dapat informasi apa. Kalau tidak ada kemanfaatan kan tidak ada rasa tertarik, ngapain ngobrol ngomong sendiri. Ngobrol omong kosong pun akhirnya bisa jalan kalau ada ketertarikan, setidaknya tidak harus butuh, tertarik atau suka itu bisa menjadi bahan bagaimana kita itu mengembangkan sebuah materi bicara, materi yang bisa untuk membangun kemampuan speaking-nya."(Mr. CSP, interview, 16 November 2023)

Then the strategies that enable students to learn using all their senses is just like the material the teacher teaches. According to Mr. CSP that:

"Jadi, seperti halnya materi yang saya ajarkan, teks deskriptif itu tadi. Itu setiap benda kan punya sifat masing-masing, maka itu menjadi karunia bagi kita bahwa kita di dalam menentukan sifatnya kok disifati seperti itu apa ya karena kita punya panca indera yang lengkap, misalkan dengan rasa yang ada di mulut. Kalau merasakan kata-kata orang lain itu tidak bisa dengan panca indera, tapi dengan hati. Ya itu kita ikhtiar melatih

dengan kekuatan panca indera kita menentukan oh kosakata yang pas yang mana. Jadi, the words make sense or not itu yang penting. Make sense itu ya pas diksinya."(Mr. CSP, interview, 16 November 2023)

So, based on observation and interview result, it can be concluded that the teacher often provided examples or make sure to students to increase their self-confidence and also teaches what basic communication is.

Furthermore, based on the first observation result, the teacher conveys the pronunciation to encourage students to have a high level of confidence in speaking English. Continue with the basic pattern, the conversations that usually arise, and common conversations. The observation result supported by the result of interview with the English teacher. According to Mr. CSP that:

"Pronunciation-nya kita sampaikan. Terus basic pattern-nya, terus conversation yang biasa muncul, common conversation gitu ya." (Mr. CSP, interview, 16 November 2023)

So, based on the observation and interview result in can be concluded that the pronunciation is conveyed by the teacher in order to encourage students' high level of confidence during speaking English.

6) Provide an amusing atmosphere

Based on the third observation, the teacher's strategy to focus on language use rather than language form is primarily the

use of language is important. What is important is communication. Language must be communicative and understandable. Then there is the element of benefit and language is fun. Fun language is one that uses positive sentences. The teacher must gradually introduce it, even though at junior high school level it is still too difficult. The observation result supported by the interview result with the English teacher. According to Mr. CSP that:

"Utamanya penggunaan bahasa itu yang penting. Yang penting adalah komunikatifnya itu. Bahasa itu harus komunikatif, understandable, bisa dipahami. Kemudian itu tadi ada unsur manfaat, terus bahasa itu fun, menyenangkan. Bahasa yang menyenangkan itu kan yang pakai kalimat-kalimat positif. Itu harus lambat laun kita kenalkan, meskipun di tingkat SMP itu masih terlalu berat." (Mr. CSP, interview, 16 November 2023)

So, for junior high school students, the use of English is focus on the important that students can understand first, then after a while the students will do self-correction. The important thing is to have the courage to speak first then over time, students want to learn about grammar and finally become perfect. According to Mr. CSP that:

"Understandabale dulu. Yang penting understandable dulu, terus nanti lama-lama mereka akan melakukan self-correction oh ternyata yang dipelajari seperti ini, ada kekeliruan, ada kesalahan. Yang penting berani ngomong dulu, udah hebat itu. Dan berani ngomong itu biasanya pinter anaknya. Terus lama-lama mau belajar tentang tata bahasanya dan akhirnya jadi sempurna." (Mr. CSP, interview, 16 November 2023)

Based on the observation and interview result, it can be concluded that the teacher's strategy focus on the important that

students can understand and can speak English first, then after a while the students will do self-correction.

b. The Disadvantages

1) Students' difficulties to make some groups

Based on the first observation, the students find it difficult to form or create group work because they feel like they both don't understand. The students also reluctant or embarrassed if they think they are too smarter than others. Then the next one is there are students who still relying on other people in the group. The observation result supported by the interview result. According to Mr. CSP that:

"Mereka merasa sama-sama tidak paham. Terus yang kedua, segan atau malu kalau dikira terlalu merasa sok pintar dari yang lainnya. Terus yang berikutnya ya masih mengandalkan orang lain dalam kelompok. Apalagi biasanya kalau ada siswa yang pintar langsung laris manis." (Mr. CSP, interview, 16 November 2023)

The groups are usually chosen by the teacher so that there is no dependency. The average group is mixed with smart students, not all smart students, not all those with average abilities, or not all those who don't understand. So that students do not take advantage of each other's situation. According to Mr. CSP that:

"Kalau saya seringnya saya pilihkan, biar tidak terjadi ketergantungan tadi. Rata-rata ya dicampur dengan siswa yang pintar, tidak siswa yang pintar semua, tidak yang memiliki kemampuan rata-rata semua, tidak yang belum paham semua. Agar tidak terjadi siswa saling memanfaatkan keadaan." (Mr. CSP, interview, 16 November 2023)

Meanwhile, in group work, the students still feel afraid of being judged by their friends. Bullying is real, even though it is not always physical, it is not always proven, but there is something hidden because of in the attitude or way of assessing it. According to Mr. CSP that:

"Iya, ada. Bullying itu nyata kok. Meskipun tidak selalu berbentuk fisik, tidak selalu terbuktikan, ya ada yang tersembunyi. Entah dalam sikap atau cara menilai itu tadi, begitu." (Mr. CSP, interview, 16 November 2023)

Based on observation and interview result, the students find it difficult to form or create group work because they feel like they both don't understand each other and also reluctant. There are some students who still relying on other people in the group and still feel afraid of being judged by their friends in group work.

2) Students' made noisy and too much move and speak

Based on the third observation result, there are still some students who do not pay attention to lessons because they are too noisy, they chat more with their friends, and they are too engrossed in their own activities. In that case, the teacher tried to spread charm and authority so that the teacher has the power to provide solutions and has integrity. The observation result

supported by the interview result with the English teacher. According to Mr. CSP that:

"Itu tadi, saya berusaha yang pertama menebar pesona. Kedua, kita harus berwibawa, punya power untuk memberi solusi. Yang jelas kita harus punya integritas, seperti itu." (Mr. CSP, interview, 16 November 2023)

To handle everything, the important thing is that the teacher has to be able to force the child internally, not physically. If physically it does not work out, the students will carry out less willingly or genuinely, and won't understand what is meant. So students are given continued awareness and the teacher also provides enthusiasm and understanding of the benefits of learning for students.

"Alhamdulillah sejauh ini bisa menangani semua, yang penting kita harus bisa memaksa anak secara batiniahnya. Tidak secara fisik, ya. Kalau secara fisik nanti kurang berhasil, anak menjalankannya kurang ikhlas, tidak paham apa yang dimaksudkan. Jadi siswa diberi kesadaran terus memberikan semangat dan pengertian manfaat pembelajaran bagi siswa." (Mr. CSP, interview, 16 November 2023)

Based on observation and interview result, it can be concluded that there are still some students who do not pay attention to lessons because they are too noisy. In that case, the teacher tried to spread charm and authority so that the teacher has the power to provide solutions and has integrity.

3) Teacher only had a little time to explain material and give some new vocabularies

Based on the third observation result, the teacher used questions when he has limited time to explain the material to the students. This question really helps increase students' understanding. Expanding the vocabulary, then the next thing is a very effective variation to give students regarding variations in the material. The observation result supported by the interview result with the English teacher. According to Mr. CSP that:

"Saya pakai pertanyaan. Pertanyaan itu sangat membantu menambah pemahaman anak. Meluaskan kosakatanya, terus yang berikutnya adalah variasi yang sangat efektif untuk diberikan pada anak tentang variasi-variasi materi itu." (Mr. CSP, interview, 16 November 2023)

Based on the observation and interview result, it can be concluded that the teacher used questions when he has limited time to explain the material to the students in order to help increase students' understanding.

B. Discussion

After the research findings has described clearly, the researcher explained them in more detail. In this sub-chapter, there were discussions about the problem statements of this study: What are the strategies used by the teacher to reduce students' anxiety in speaking English and the advantages and disadvantages of the strategies applied by the teacher. The explanations were presented as follows:

1. **The Strategies Used by the Teacher to Reduce Students' Anxiety in Speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024**

Based on the result findings, the researcher found that English teacher has a variety of different strategies that are used to achieve success in achieving goal. Strategies are patterns of behavior and techniques applied in learning activities. The strategy referred to here is the strategy to reduce students' anxiety in speaking English detailed in the theories of Kondo & Ying-Ling (2004) namely: 1) relaxation, 2) preparation, 3) positive thinking, 4) concentration, and 5) peer seeking and Suhri, Atmowardoyo, & Salija (2019) that consist of peer group and games. From the data finding, the researcher found that the strategies used by the English teacher to reduce students' anxiety in speaking English are relaxation, preparation, positive thinking, concentration, peer seeking, and peer group. The explanation has been shown below:

The first strategy is relaxation. Based on the observation and interview result, the English teacher at SMP Muhammadiyah 5 Surakarta invites students to relax in communicating. The first thing to do is cooling down, as if the teacher are equal or the same as the students, so that mentally the students feel comfortable with the teacher, do not doubt, do not get nervous, and do not think negatively that preventing them will make they get embarrassed. According to Kondo & Ying-Ling (2004), relaxation can be an affective stress and can help benefit our mind, body, and spirit.

The teacher provides easy materials which the students encounter every day to get students relax when learning speaking English so that

they do not feel inferior and it will make the students confident in each other. After all, from the theory found on chapter two it can be stated that relaxation it can be linked with the theory of Zed and Kassida (2017) that supportive classroom environment results students with greater degree of self-confidence and relaxation so they are not restricted by fear of failure. The teacher should tolerate when students make mistakes and provides relaxed atmosphere so they have opportunity to continue speaking.

The second strategy is preparation. As for the preparation itself, the teacher tried to focus on the theme so that the students ready to face all opportunities and the teacher can prepare their vocabulary around that theme. Initially the teacher has to focus on an easy theme that the students can express. The teacher prepares vocabulary, apart from relevant vocabulary themes and how to organize it easily and simply.

According to Kondo & Ying Ling (2004), preparation is the process of getting ready for some opportunity and can be to reduce the uncertainty the speaker may feel about the upcoming performance, thereby reducing speaking anxiety. It also connected with the theory of Ariska (2019) that preparation strategy can improve students speaking English and make the students to be preparation before speaking English.

The third strategy is positive thinking. The teacher gives attention to the students for getting them to divert their minds from negative

thoughts, especially in their speaking performance so that students can keep positive thinking and will be motivated to continue the efforts that have been conveyed then the teacher give them the vocabulary stimulant. As Kondo & Ying-Ling (2004) stated that thinking positively means think the best is going to happen, not the worst. It also connected with the theory of Dumarni (2018) that think positively about all activities in learning as a place to develop the knowledge in reaching the achievement that could lead to inner motivation in reducing anxiety.

The fourth strategy is concentration. The teacher tried to look attractive so that students can concentrate and focus on learning and presented a strategy that feels easy and fun for the students. As stated by Kondo & Ying-Ling (2004) that concentration aims to give a good appearance to minimize the chance of making mistakes that can cause anxiety experienced by the speaker. It can also be connected with the theory of Ain (2022) that concentration refers to the action of focusing one's attention.

The fifth strategy is peer seeking. The teacher's solution so that students can control their anxiety is sometimes the teacher makes work in group. When students work with a team of that age, they are not embarrassed. As stated by to Kondo & Ying-Ling (2004) that peer seeking is distinguished from students' willingness to seek out other students who have appear to have difficulty understanding the class and/or controlling their anxiety. It can also be connected with the theory

of Ariska (2019) that peer seeking strategy is a better place to practice speaking and the students can share their ideas, opinion, and their knowledge.

The sixth strategy is peer group. In class, if there are themes that are dialogue in nature, the teacher often practices the students in group, for example, checking understanding, admiring, or greeting are things that can be practiced every day. The more often the teacher creates opportunities to practice in groups, especially small groups, the more students will not feel worried or afraid when speaking English. The teacher will still monitor the group closely whether the students chat with each other or discuss material. According to Mapesa (2013), peer group has the important role in influencing students' behavior in taking decision.

After all, from the theory found on chapter two it can be stated that peer group it can be linked with the theory of Zed and Kassida (2017) that peer group can motivate students, encourage active learning, communication, decision-making skills, and develop critical thinking. When students work together they will motivate each other, assists, encourage, and support the participation of their members of the group work.

Furthermore, it also connected with the theory of Wahyuni, Maneba, & Syafitri (2022) that peer group can encourage students in expressing

their opinions, train students to become good partners, allows the teacher to give students more speaking time, and lets students to interact with everyone in the group.

The teacher also tried to make fun and easy learning, put students in a positive environment and mood then stimulate students to talk. The first thing is that the teacher tries to be close mentally and psychologically to the students. The teacher often provides information that English is easy because it is widely used and can be the solution to the problem can be resolved immediately because everywhere people need English. It also connected with the theory of Zed and Kassida (2017) that developing positive relationship between the teacher and students can influence the classroom environment positively and affect students' performance. Furthermore, the strong link between the teacher and students can encourage students to participate cooperatively.

The teacher is trying to enter the realm of adolescence. What is a trend for them, the teacher follows so that the language can be put together and the language can be used correctly with fun or pleasure. So overall, the strategies that the teacher has used or still implementing to reduce students' anxiety in speaking English is creating a pleasant learning atmosphere and trying to get close to students.

2. **The Advantages and Disadvantages of Strategies to Reduce students' anxiety in speaking English at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta in Academic Year 2023/2024**

After discussing the research finding of how are the strategies used by English teacher in reducing students' anxiety in speaking English, now the researcher explained the finding on the advantages in disadvantages of the strategies applied by the English teacher to reduce student's anxiety in speaking English. This discussion was based on theories from Suhri, Atmowardoyo, & Salija (2019) and Kadir, H & Salija, K. (2018). The researcher obtained the data of this finding from observation that has been conducted, supported with the interview. Researcher described the data bellow:

As stated by Suhri, Atmowardoyo, & Salija (2019), by reducing anxiety, students can improve their learning experience and increase their self-confidence and motivation to learn. Based on the data findings, researcher found out that the teacher's strategies by conveying the pronunciation then continues with the basic pattern, the conversations that usually arise, and common conversations can encourage students to have a high level of confidence in speaking English.

According to Suhri, Atmowardoyo, & Salija (2019), students can express their opinion and desires together with other members of group and the teacher use group discussion so that students communicate their desires and opinions to others. Based on the findings, the teacher still feels a bit difficult in applying strategy for providing opportunities for students to frequently use the target language. In addition, the teacher

greets the students in English every day, not just in class and admires the students everywhere using English.

Based on the findings, the teacher encourages students so that they dare to convey their opinions or aspirations to other people by often asking them for opinions. The teacher also respects their opinion and invites them to listen to other people's opinions so that they do not just think about their own opinion, then they want to assess the advantages of their opinion and also the advantages of other people's opinions.

As stated by Suhri, Atmowardoyo, & Salija (2019), cooperative learning can be a good way when students can learn together and help each other. Peers can create collaborative learning that helps students deal with these situations. Based on the data findings, the teacher's strategy to encourage students to maintain motivation and interest in learning English are giving them orientation about future education which always requires English so that we cannot get away from English.

As stated by Suhri, Atmowardoyo, & Salija (2019), every student sometimes needs a relaxed atmosphere that can make them happy while studying in class so they do not feel stressed when studying. Based on the findings, the teacher often make a joke, keep giving awards, and praise often for creating a relaxed atmosphere so that students can enjoy and be happy. The teacher praise whatever progress the students make. The students must also be willing to praise other people.

According to Suhri, Atmowardoyo, & Salija (2019), motivational strategies to reduce anxiety and stress in class by helping students remember things faster and better. Based on the data findings, the teacher often gives examples or make sure to students to keep students motivated to confident to speak. The most important thing, it will be easy if we are used to communicating well.

Based on the findings, the teacher implemented strategy that helps students to remember things faster and better is by grouping themes then the teacher has to enter the theme parameters into logic so that the teacher can sort each thing so that there is a general theme where consist of an opening, content, and closing. The teacher also teaches what basic communication which requires someone to talk to, then there is the goal of the person speaking, what benefits the person who hears will get, and what information they will get.

According to the data findings, the strategies that enable students to learn using all their senses just like the material conveyed by the teacher. Every object has its own characteristics, so that we can determine its nature and why it is characterized like that because we have complete five senses. The teacher tried to train with the power of five senses to determine which vocabulary is appropriate.

As stated by Kadir & Salija (2018), the teacher's strategy to focus on language use rather than language form are primarily the use of language is important. According to the data findings, what is important

is communication. Language must be communicative and understandable. Then there is the element of benefit and language is fun. For junior high school students, the use of English focus on the importance that students can understand first, then after a while they will do self-correction that it turns out they will notice their mistakes. The important thing is to have the courage to speak first then over time, the students want to learn more about grammar and finally become perfect.

So, overall, the weaknesses of the strategy that the teacher implemented is the teacher cannot force the students if they are not motivated. Another weakness is the humanist approach means that if it fails, it is quite difficult to repeat and time is limited.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to data finding and discussion in chapter IV, researcher made the conclusion. The first result of this research was the English teacher's strategies to reduce students' anxiety in speaking English at the eight grade students of SMP Muhammadiyah 5 Surakarta in academic year 2023/2024. The first strategies is relaxation, in this phase the teacher used cooling down as if the teacher are equal or the same as the students. The second strategy is preparation, the teacher tried to focus on the theme so that the students ready to face all opportunities and the teacher can prepares vocabulary. The third strategy is positive thinking, in this phase the teacher gives attention to the students for getting them to divert their minds from negative thoughts in their speaking performance. The fourth strategy is concentration, in this phase the teacher tried to look attractive and presented a strategy that feels easy and fun for the students. The fifth strategy is peer seeking, in this phase the teacher makes work in group so that students are not embarrassed when they work with a team of age. And the sixth strategy is peer group, in this phase the teacher often practices the students in group, for example, checking understanding, admiring, or greeting are things that can be practiced every day.

Furthermore, the second result of this research was the advantages and disadvantages of the strategies applied by the teacher in reducing students' anxiety in speaking English. The advantages of the strategies applied by the teacher are create a positive learning environment, developing communication skill, create collaborative learning, creating a relaxed atmosphere, motivate students' self-confidence, and provide an amusing atmosphere. Furthermore, the disadvantages of the strategies applied by the teacher are students' difficulties to make some groups, students' made noisy and too much move and speak, and teacher only had a little time to explain material and give some new vocabularies.

B. Suggestion

1. For English Teacher

   Teaching English is not easy, especially in reducing students' anxiety when students feel afraid to speak. Teacher needs to find and develop appropriate strategies in reducing students' anxiety by paying attention to the characteristics and needs of students. Teacher should be patient to encourage and motivate students' confidence to speak English. It is also need to the teacher to make the comfortable and enjoyable learning atmosphere.

2. For the Students

   Hopefully, students can be more confident and brave in speaking English, so that anxiety or fear when learning English can be minimized.

So, thinking English is easy and widely used in the future can motivate students to learn English both at school and at home.

3. For the Other Researchers

    The researcher suggest to future researcher that this study can guide other researchers as an addition reference or further research with different discussion, which is related to strategy in reducing students' anxiety in speaking English. They can improve the theme of their study with the deeper analysis and present a more phenomena in academic world.

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APPENDIX 1

A. **Observation Checklist**

1. Observation 1

Observation Checklist (Class 8A)

Teacher   : Mr. Cholid Sugeng Purnama, S.Pd.

Observer   : Adiningsih Lintangsari

Class   : 8A

Skill   : Speaking

No.	Activities	Checklist		Description
		Yes	No	
	The teacher used the strategies to reduce studets' anxiety in speaking English based on Kondo & Ying-Ling (2004) and Suhri, Atmowardoyo, & Salija (2019) theories:			
1.	Relaxation	✓		The strategy was used in the observation. The teacher provided easy materials and ways so that it is easy for students to remember the content and gave the students opportunity to express every idea the convey in English.
2.	Preparation	✓		The strategy was used in the observation. The teacher focused on the theme and prepared vocabulary around that theme then stimulate students to make simple sentences.

3.	Positive thinking	✓		The strategy was used in the observation. The teacher gave attention to the students and gave them relevant vocabulary as a stimulus.
4.	Concentration		✓	The strategy was not used during observation because the material did not apply concentration.
5.	Peer seeking	✓		The strategy was used in the observation. The teacher formed a group so that the studens were not embarrassed when they work with a team with that age. The teacher invited the students to discuss a text about the school then asked to make vlog about the condition and nature of each room in school.
6.	Peer group	✓		The strategy was used in the observation. The teacher created opportunities to practice speaking in groups by making vlog so that the students will not feel worried or afraid when speaking English
7.	Games		✓	This strategy was not used during observation, because the material presented did not apply games.

2. Observation 2

Observation Checklist (Class 8D)

Teacher : Mr. Cholid Sugeng Purnama, S.Pd.

Observer : Adiningsih Lintangsari

Class : 8D

Skill : Speaking

No.	Activities	Checklist		Description
		Yes	No	
	The teacher used the strategies to reduce studets' anxiety in speaking English based on Kondo & Ying-Ling (2004) and Suhri, Atmowardoyo, & Salija (2019) theories:			
1.	Relaxation	✓		The strategy was used in the observation. The teacher provided easy materials and ways so that it is easy for students to remember the content and gave the students opportunity to express every idea they convey in English. The teacher asked the students to discuss the preposition of things in bedroom from the picture displayed in the projector then asked them point to their other friends to take turns mentioned the preposition of the objects in the picture.
2.	Preparation	✓		The strategy was used in the observation. The teacher focused on the theme and prepared vocabulary around that

				theme then stimulate students to make simple sentences.
3.	Positive thinking	✓		The strategy was used in the observation. The teacher gave attention to the students and gave them relevant vocabulary as a stimulus.
4.	Concentration	✓		The strategy was used in the observation. The teacher tried to look attractive and presented easy and fun learning with a content that students finds it easy to say and easy to express.
5.	Peer seeking		✓	This strategy was not used during observation, because the material presented did not apply peer seeking.
6.	Peer group		✓	This strategy was not used during observation, because the material did not apply peer group.
7.	Games		✓	This strategy was not used during observation because the material did not apply games.

3. Observation 3

Observation Checklist (Class 8E)

Teacher : Mr. Cholid Sugeng Purnama, S.Pd.

Observer : Adiningsih Lintangsari

Class : 8E

Skill : Speaking

No.	Activities	Checklist		Description
		Yes	No	
	The teacher used the strategies to reduce studets' anxiety in speaking English based on Kondo & Ying-Ling (2004) and Suhri, Atmowardoyo, & Salija (2019) theories:			
1.	Relaxation	✓		The strategy was used in the observation. The teacher provided easy materials and ways so it is easy for students to remember the content and gave the students opportuntity to express every idea they convey in English. The teacher invited the students to discuss a text about a person (Jean Martin) then aksed them to point to their other friends to take turns explained the descriptions of the objects in the text.
2.	Preparation	✓		The strategy was used in the observation. The teacher focused on the theme and prepared vocabulary around that theme then stimulate students to make simple sentences.

3.	Positive thinking	✓		The strategy was used in the observation. The teacher gave attention to the students and gave them relevant vocabulary as a stimulus.
4.	Concentration		✓	The strategy was not used in the observation because the material presented did not apply concentration.
5.	Peer seeking		✓	This strategy was not used during observation, because the material presented did not apply peer seeking.
6.	Peer group		✓	This strategy was not used during observation, because the material did not apply peer group.
7.	Games		✓	This strategy was not used during observation because the material did not apply games.

B. **Interview Transcript**

Teacher's Strategies to Reduce Students' Anxiety in Speaking English

at the Eight Grade Students of SMP Muhammadiyah 5 Surakarta

in Academic Year 2023/2024

Name : Mr. CSP

Date : 16-11-2023

Time : 09.30 – 10.30 A.M.

Me: Apakah di kelas 8 masih ada siswa yang mengalami kecemasan dalam berbicara bahasa Inggris?

Mr. CSP: Itu merupakan salah satu fenomena yang sulit untuk dihapuskan, ya. Ada siswa yang masih mengalami kecemasan ketika berbicara bahasa Inggris, hanya saja perlu dikurangi. Kita ikhtiar (usaha) mengurangi kecemasan mereka. Yang pertama kita ajak mereka dulu untuk santai dalam berkomunikasi kepada kita. Wong berbicara bahasa Indonesia saja anak ada yang masih malu-malu apalagi pakai bahasa Inggris. Jadi yang pertama kita ikhtiar, cooling down, seolah-olah kita ini sederajat atau sama seperti anak-anak biar secara mental anak-anak itu merasa nyaman pada kita, tidak ragu, tidak grogi, tidak berpikiran yang negatif-negatif begitu sehingga mencegah akan membuat mereka jadi malu. Maka setelah mereka cooling down, merasa nyaman sama kita, pendapat mereka sudah bisa terungkapkan dengan baik, nah baru kita masuk ke materi.

Me: Kalau rata-rata biasanya kecemasan yang dialami siswa ketika berbicara bahasa Inggris itu apa saja, Pak?

Mr. CSP: Pertama karena pronunciation-nya. Kemudian mereka merasa bukan orang Inggris, mereka merasa nggak bisa bahasa Inggris, mereka merasa nggak pernah mempraktekkannya. Tetapi ada sejumlah anak yang begitu tahu tentang bahasa Inggris itu seneng untuk mencoba-coba. Jadi, itu yang perlu kita buka seluas-luasnya bagi mereka untuk berkesempatan mencoba. Mencoba menyampaikan, mencoba mempraktekkan yang dipahami dia, nah itu. Jadi Insyaallah nanti sesudahnya terasa lebih berani,

ya... mau mengoreksi juga kesalahan diri sendiri gitu. Itu, awalnya memang itu.

Me: Jadi, kalau untuk perbandingannya sampai sekarang apakah masih banyak siswa yang mengalami kecemasan atau dengan adanya strategi-strategi itu sudah mulai berkurang?

Mr. CSP: Untuk kecemasan sudah berkurang banyak. Mereka kadang celetukan-celetukannya yang apa... ditanyai tentang kosakata itu sudah berani. Jadi, memang karena satu unsur grasi untuk mengeluarkan pendapat. Jadi kalau anak itu tidak punya bekal muatan atau konten yang mau disampaikan, itu mereka juga jadi segan atau mungkin malah malas. Tapi kalau mereka sudah kita isi dulu, mereka merasa punya konten, punya ide untuk menyampaikan sesuatu, nah Insyaallah nanti bisa lebih mudah. Tinggal kita mau memberi motivasi dengan memperhatikan, terus juga mendengarkan, terus merespon itu mereka mengalir terus nanti.

Me: Kalau dari pengamatan Anda, penyebab kecemasan yang dialami siswa itu berasal dari diri siswa sendiri atau bisa berasal dari luar?

Mr. CSP: Ya kebanyakan dari luar. Terus juga merasa belum butuh mereka ya. Belum merasa butuh, terus kemudian ada unsur malu, terus mereka sendiri juga merasa kesempatan untuk berbicara itu sedikit. Jadi, akhirnya yang terseleksi ke kategori berani atau tidak takut berbicara bahasa Inggris itu ya yang mau mencoba, sementara waktu untuk mencoba nggih sesuai dengan proporsi jam. Kalau berbicara sendiri kepada temannya ya mereka semakin malu, gitu. Jadi, yang jelas karena motivasi, karena kesempatan, terus juga mereka belum mau mencoba sendiri selain ketika bersama guru bahasa Inggrisnya atau selain jam pelajaran bahasa Inggris ya mereka nggak banyak berbicara bahasa Inggris.

Me: Jadi masih harus terus dipacu ya?

Mr. CSP: Iya, masih terus diberi kesempatan untuk mempraktekkan itu.

Me: Jadi dari strategi Anda sendiri bagaimana caranya agar para siswa itu bisa relaks dalam pembelajaran bahasa Inggris ?

Mr. CSP: Yang pertama kita berikan materi-materi yang mudah, yang mereka setiap hari ketemu. Terus kemudian kita beri contoh untuk pengucapannya biar mereka tidak merasa minder, setidaknya tahu secara bersama-sama itu akan membuat mereka saling pede (percaya diri), tidak mengolok-olok. Kemudian juga kita berikan cara agar mereka itu mudah mengingat konten yang kita sampaikan, misalkan dengan materi cerita yang kita berikan itu kita bantu mereka untuk mengingat kata kuncinya, terus kemudian juga ikhtiar bagaimana menggabungkan ide dengan konten yang mereka baca itu biar bisa berkelanjutan. Jadi kita berikan kesempatan pada anak-anak itu bagaimana setiap ide yang mereka sampaikan itu selalu bisa diekspresikan dalam bahasa Inggris.

Me: Kalau untuk persiapannya sendiri, bagaimana cara Anda atau strategi Anda untuk mempersiapkan siswa dalam siap menghadapi segala kesempatan?

Mr. CSP: Kita berusaha memfokuskan tema agar mereka kosakatanya seputar tema itu bisa kita siapkan. Setelah tema itu siap, kita berikan mereka kalimat-kalimat sederhana, dengan kata-kata yang kita berikan itu kita stimulasi mereka untuk membuat kalimat-kalimat yang sederhana. Kemudian dari kalimat sederhana itu mereka nanti akan bisa berinovasi sendiri untuk mengekspresikan hal-hal yang lain di luar tema itu. Awalnya memang harus fokus ke satu tema yang mudah, yang mereka bisa mengungkapkannya. Jadi tipsnya itu. Kosakata kita siapkan, selain tema kosakata yang relevan terus bagaimana menyusun dengan mudah dan sederhana.

Me: Kalau untuk siswa sendiri, di luar kelas bahasa Inggris apakah sudah dibiasakan untuk berbicara Inggris?

Mr. CSP: Belum, belum... belum ada pembiasaan itu. Meskipun kita sesekali ada tugas, tapi kalau untuk speaking-nya sulit mereka mempraktekannya. Masih malu-malu.

Me: Lalu bagaimana solusi dari Anda untuk membuat siswa agar bisa mengalihkan pikiran dari pikiran negatif khususnya dalam penampilan berbicara? Jadi agar siswa itu tetap positive thinking.

Mr. CSP: Ya... ini, mereka justru dengan kita beri perhatian. Mereka akan termotivasi untuk melanjutkan upaya yang sudah disampaikan, terus yang berikutnya itu ya kita beri stimulant kosakata itu tadi. Kosakata yang relevan, barangkali mereka mau menemukan kata itu atau kesulitan ya itu bisa kita beri stimulus.

Me: Lalu bagaimana strategi dari Anda agar siswa bisa memusatkan perhatian dan fokus pada pembelajaran?

Mr. CSP: Kita sendiri ikhtiar tampil menarik. Kemudian yang berikutnya bagaimana kita menyajikan metode yang bagi anak itu terasa mudah, menyenangkan. Jadi, bahasa Inggris yang mudah dan menyenangkan itu biasanya pakai drill, pakai lagu, pakai film itu membuat mereka senang. Nah nanti untuk mengekspresikan ulang itu ya kita tetep butuh konten yang anak itu sendiri merasa mudah mengucapkannya, merasa mudah mengekspresikannya, begitu.

Me: Oh berarti di sesi mata pelajaran itu juga ada pembiasaan untuk menonton film nggih, Pak?

Mr. CSP: Iya, kita sesekali nonton film. Terus juga anak-anak itu dengan melihat film itu ka nada dialog-dialog yang sederhana, dialog yang tidak melulu berpanjang kalimat, satu kalimat kadang panjang banget itu kan sebenernya berbahasa yang bukan untuk anak-anak yang belajar secara mendasar kan, level dasar kan, seperti itu.

Me: Lalu solusi dari Anda, bagaimana strateginya agar siswa itu bisa terkendalikan kecemasannya?

Mr. CSP: Ya itu, kadang kita kerja kelompok. Anak-anak kalau kerja bersama tim yang seusia itu mereka tidak canggung, tidak malu. Terus agar tetap bisa melaksanakan ya kita beri guideline, langkah-langkah mempersiapkannya itu kita berikan. Seperti kemarin itu, teks deskriptif tentang sekolah itu anak-anak sudah kita ajak bahas dulu tentang kondisi

atau sifat dari setiap ruangan, ruang itu besar, kecil, terus warnanya, kenyamanannya, comfortable, uncomfortable, kita sebutkan sebagai referensi kosakata yang dibutuhkan. Jadi anak-anak sebenarnya sudah punya ide tapi untuk nemu bahasa Inggrisnya, vocabulary-nya itu bagaimana, meng-inggriskannya apa, kalau sudah kita inventaris itu Alhamdulillah mempermudah anak.

Me: Apakah Anda sudah sering membentuk peer group?

Mr. CSP: Untuk di kelas, kalau ada tema-tema yang bersifat dialog, itu sering saya praktekkan berpasangan, kalau kelompoknya Cuma dua dua gitu kita praktekkan. Misalkan tentang checking understanding, atau admiring, atau greeting itu kan hal-hal yang bisa praktekkan sehari-hari. Jadi seperti itu. Semakin kita sering membuat peluang praktek dalam kelompok apalagi kelompok kecil yang terdiri dari dua orang itu Insyaallah semakin membuat anak itu tidak merasa khawatir, tidak merasa takut ketika berbicara bahasa Inggris.

Me: Lalu bagaimana strategi dari Anda untuk memberikan kesempatan pada siswa untuk berdiskusi dengan kelompoknya dan membuat mereka percaya diri untuk mengeluarkan pendapat dalam diskusi?

Mr. CSP: Ini memang makan waktu banyak ya kalau masalah kelompok-kelompok itu. Ya, pas kelompok itu tetap kita awasi betul. Mereka ngobrol yang lain atau ke materi. Itu betul-betul kita siapkan dengan guideline itu tadi, dengan panduan tema, teknis per item tema itu sendiri, itu kita siapkan terus berikutnya diawasi jangan sampai di luar sana mereka tidak membicarakan itu, tidak mempraktekkannya.

Me: Jadi untuk membentuk peer group atau kelompok itu masih belum bisa dilepas sepenuhnya, begitu nggih Pak?

Mr. CSP: Iya, masih perlu pengawasan. Antara anak sekarang kan beda, tetapi tidak semua begitu. Ketika dia sudah senang dengan misalkan membuat video, dia secara reflek, secara sukarela itu membaca berulang-ulang, berusaha menghafal, terus berusaha tampil dengan sempurna. Itu yang dilakukan biasanya ketika mereka senang tampil di video. Kemudian

yang terakhir, kan nanti hasil karya video mereka itu kita diskusikan bersama, ditonton bareng-bareng, didiskusikan bareng-bareng, itu paling riuh, paling berisik saat itu. Mereka ada yang malu, nggak mau lihat ketika videonya disetel itu dia milih keluar. Nah ada yang begitu, sebagaimana anak-anak ya, biasa. Tapi lama-lama dia mengerti, oh tujuannya untuk mengoreksi apabila ada kesalahan atau setidaknya kalau ada peluang perbaikan nah mereka bisa mengira-ngira oh jane kudune ora ngono. Jadi, mereka paham maksud dari evaluasi itu.

Me: Lalu bagaimana strategi dari Anda untuk membuat pembelajaran menjadi menyenangkan, mudah, dan membuat siswa berada lingkungan dan suasana hati yang positif dan merangsang siswa untuk berbicara?

Mr. CSP: Ya itu tadi, yang pertama saya berikhtiar dekat secara mental, secara psikis ke anak. Terus yang kedua, kita sendiri sering memberikan informasi oh bahwa bahasa Inggris itu mudah, bahasa Inggris itu mudah karena banyak digunakan, dan banyak digunakan itu menjadi sesuatu yang kita butuhkan. Dengan belajar bahasa Inggris solusi masalah itu bisa segera terselesaikan, karena ke mana-mana orang butuh bahasa Inggris.

Me: Selain vlog dan membentuk kelompok, apakah Anda pernah menggunakan strategi games? Dan biasanya permainannya berupa apa?

Mr. CSP: Iya dulu pernah saya terapkan games. Tapi karena sekarang terbatas waktunya sehingga kurang efektif kalau games, jadi sekarang belum saya terapkan lagi. Sekarang lebih ke guessing word atau tebak kata, contohnya menemukan kata sifat yang kita perlukan untuk mengekspresikan tentang sebuah tempat atau seseorang, misalnya apa katamu hari ini tentang dia? Cool, atau wonderful, atau bold, atau yang luar biasa, amazing, gitu. Jadi, mendekatkan juga dengan istilah-istilah gaul anak muda sekarang, misalkan itu tadi, kata-katamu hari ini tentang sekolah kita, wah panas Pak, misalkan. Jadi, ya kita mencoba memasuki alam remaja. Ya kira-kira yang trend bagi mereka itu apa, ya kita ikuti. Biar bisa memasukkan bahasa itu bisa dirangkai, bahasa itu bisa digunakan dengan benar, dengan menyenangkan.

Me: Jadi secara keseluruhan, strategi yang sudah pernah atau sampai sekarang masih selalu diterapkan oleh Anda untuk mengurangi kecemasan siswa dalam berbicara bahasa Inggris itu apa saja?

Mr. CSP: Ya itu tadi, menciptakan suasana pembelajaran yang menyenangkan, ikhtiar untuk dekat dengan anak, itu.

Me: Lalu bagaimana strategi dari Anda untuk mendorong siswa agar memiliki tingkat kepercayaan diri yang tinggi dalam berbicara bahasa Inggris?

Mr. CSP: Pronunciation-nya kita sampaikan. Terus basic pattern-nya, terus conversation yang biasa muncul, common conversation gitu ya.

Me: Lalu bagaimana strategi Anda untuk memberikan kesempatan agar siswa sering menggunakan bahasa target?

Mr. CSP: Wah ini yang agak sulit, ya. Karena saya menyapa mereka sehari-hari pakai bahasa Inggris, tidak hanya di kelas. Atau I admiring them in everywhere using English, ketika saya ketemu mereka di mushola, saya memberi pujian oh you are a good boy, you are a good girl, you are sholehah girl, atau you are sholeh boy yang singkat-singkat saja.

Me: Lalu bagaimana strategi dari Anda untuk mendorong siswa agar mereka berani menyampaikan pendapat atau aspirasi mereka ke orang lain?

Mr. CSP: Saya sering meminta pendapat. Yang kedua, menghargai pendapatnya. Terus yang ketiga, saya ajak mereka mau mendengar pendapat orang lain. Jadi, biar tidak hanya berpikir tentang pendapatnya sendiri, dan kemudian mau menilai kelebihan pendapatku apa, kelebihan pendapat orang lain apa.

Me: Lalu bagaimana strategi dari Anda agar mendorong siswa untuk mempertahankan motivasi dan minat dalam belajar bahasa Inggris?

Mr. CSP: Ya, memberi orientasi mereka tentang pendidikan kedepan itu selalu butuh bahasa Inggris, SMA ada bahasa Inggris, apalagi kuliah. Kuliah semua bidang, semua jurusan, semua pakai bahasa Inggris. Jadi, di Indonesia pakai bahasa Inggris apalagi sampai ke luar negeri. Kita nggak bisa lepas dari bahasa Inggris, sekaranng saja iklan-iklan saja pakai bahasa

Inggris, kita ketemu mesin cuci di rumah instruksinya ya pakai bahasa Inggris, terus apalagi medsos itu pakai bahasa Inggris semua juga.

Me: Lalu bagaimana strategi dari Anda dalam menciptakan suasana belajar yang santai, jadi siswa itu bisa merasa enjoy dan senang?

Mr. CSP: Ya, make a joke, bercanda, terus beri penghargaan, sering memuji. Apapun progress yang didapatkan oleh anak itu kita puji. Terus yang jelas mereka juga harus mau memuji orang lain. Jadi, tidak hanya sekedar pengen dipuji terus, tetapi juga tidak boleh lupa untuk bisa memberi pujian atau penghargaan kepada orang lain.

Me: Lalu dari strategi yang Anda terapkan, bagaimana caranya agar siswa bisa meningkatkan kepercayaan diri?

Mr. CSP: Saya sering memberi contoh atau memastikan kepada anak-anak. Setiap kali saya dapat tugas menulis, mengajar, atau memberi pidato atau apa, itu mereka melihat, misalkan saya ikhtiar saya bisa bertugas sebagai apapun, seorang guru bahasa inggris, guru mengaji, khotib, bisa saya jalani semua. Yang terpenting, kalau kita terbiasa berkomunikasi dengan baik Insyaallah mudah.

Me: Lalu bagaimana strategi yang Anda terapkan bisa membantu siswa untuk mengingat sesuatu secara lebih cepat dan lebih baik?

Mr. CSP: Ya, yang pertama dengan mengelompokkan tema, terus kita harus memasukkan parameter tema itu ke dalam logika. Berikutnya, kita bisa mengurutkan setiap hal itu pasti ada tema umumnya, ada pembuka, isinya, dan penutupnya. Jadi, hal-hal yang seperti itu hal-hal yang logis ya dalam berdialog di setiap komunikasi. Saya juga mengajarkan komunikasi dasar itu apa. Komunikasi dasar itu harus ada orang yang diajak berbicara dan ada yang berbicara. Terus kemudian ada tujuan orang yang berbicara itu apa, terus orang yang mendengar itu manfaatnya dapat apa, dapat informasi apa. Biasanya seperti itu. Kalau tidak ada kemanfaatan kan tidak ada rasa tertarik, ngapain ngobrol ngomong sendiri. Ngobrol omong kosong pun akhirnya bisa jalan kalau ada ketertarikan, setidaknya tidak harus butuh, tertarik atau suka itu bisa menjadi bahan bagaimana kita itu

mengembangkan sebuah materi bicara, materi yang bisa untuk membangun kemampuan speaking-nya.

Me: Lalu bagaimana strategi yang memungkinkan siswa untuk belajar menggunakan seluruh inderanya?

Mr. CSP: Jadi, seperti halnya materi yang saya ajarkan, teks deskriptif itu tadi. Itu setiap benda kan punya sifat masing-masing, maka itu menjadi karunia bagi kita bahwa kita di dalam menentukan sifatnya kok disifati seperti itu apa ya karena kita punya panca indera yang lengkap, misalkan dengan rasa yang ada di mulut. Kalau merasakan kata-kata orang lain itu tidak bisa dengan panca indera, tapi dengan hati. Kalau merasakan bakso, merasakan es yang segar, kemudian merasakan udara itu pakai seluruh badan kita. Ya itu kita ikhtiar melatih dengan kekuatan panca indera kita menentukan oh kosakata yang pas yang mana. Jadi, the words make sense or not itu yang penting. Make sense itu ya pas diksinya.

Me: Lalu bagaimana strategi Anda untuk fokus pada penggunaan bahasa daripada bentuk bahasa?

Mr. CSP: Utamanya penggunaan bahasa itu yang penting. Yang penting adalah komunikatifnya itu. Bahasa itu harus komunikatif, understandable, bisa dipahami. Kemudian itu tadi ada unsur manfaat, terus bahasa itu fun, menyenangkan. Bahasa yang menyenangkan itu kan yang pakai kalimat-kalimat positif. Itu harus lambat laun kita kenalkan, meskipun di tingkat SMP itu masih terlalu berat.

Me: Jadi kalau untuk siswa SMP itu apakah penggunaannya fokus pada grammar atau yang penting siswa bisa berbicara bahasa Inggris?

Mr. CSP: Understandabale dulu. Yang penting understandable dulu, terus nanti lama-lama mereka akan melakukan self-correction oh ternyata yang dipelajari seperti ini, ada kekeliruan, ada kesalahan. Yang penting berani ngomong dulu, udah hebat itu. Dan berani ngomong itu biasanya pinter anaknya. Terus lama-lama mau belajar tentang tata bahasanya dan akhirnya jadi sempurna.

Me: Jadi secara keseluruhan, apa saja manfaat dari strategi yang sudah Anda terapkan untuk mengurangi kecemasan siswa dalam berbicara bahasa Inggris?

Mr. CSP: Jadi yang pertama, anak itu jadi confidence. Saya selalu memastikan dulu anak itu jadi confidence, percaya diri. Terus yang kedua, anak itu bisa punya prinsip, dia melakukan ini karena apa. Jadi kalau dia percaya diri, didukung lagi dengan tahu apa yang dia lakukan. Terus yang ketiga adalah bagaimana harus bertindak benar. Kalau melakukan kesalahan, harus segera diperbaiki. Harus mau mengakui kalau itu salah, misal ekspresinya salah, atau pemilihan kosakatanya salah, itu penting sekali.

Me: Jadi apa saja yang biasanya membuat siswa merasa tidak percaya diri untuk berbicara bahasa Inggris di depan kelas?

Mr. CSP: Mereka merasa tidak bisa bahasa Inggris, belum menguasai ya. Yang kedua, dia tidak bisa mempraktekkannya setiap hari. Bisa praktek bahasa Inggris ya di sekolahan saja, di rumah tidak ada partner, membaca sendiri ya cenderugnya cepat lelah. Padahal sebenernya dia juga sudah membaca bahasa Inggris kalau mereka sedang main game online. Tapi mereka menggunakan bahasa Inggris terbatas hanya untuk main game. Orientasinya kan berbeda. Bahasa hanya sekedar sarana.

Me: Apakah dari latar belakang siswa menjadi salah satu faktor yang mempengaruhi siswa memiliki kecemasan?

Mr. CSP: Itu karena lingkungannya kan tidak mendukung penggunaan bahasa Inggris, belajar bahasa Inggris lebih lama. Jadi, ada siswa yang orang tuanya itu orang edukasi seperti dosen atau guru itu pinter mereka biasanya, karena di rumah ada tempat mempraktekkan atau tempat bertanya, ada media di rumah untuk melanjutkan sesi belajarnya dari sekolah. Tapi kalau tidak ada, ya tidak. Anaknya ya terus tidak paham, di rumah semakin tidak terpakai penggunaan bahasa Inggrisnya. Jadi latar belakang keluarga itu juga sangat berpengaruh.

Me: Kalau untuk siswi perempuan dan siswa laki-laki ada perbedaan atau tidak dalam penerimaan materi bahasa Inggris terutama dalam speaking?

Mr. CSP: Nggak juga, sama kalau menurut saya. Hanya kadang kalau siswa laki-laki tuh lebih berani, tapi juga ada siswa perempuan sekarang ya berani berani tuh. Maka saya pikir sama saja lah siswi perempuan dan siswa laki-laki. Tinggal tergantung dia dari background keluarga yang termasuk mudah mengekspresikan diri atau tidak. Rata-rata anak yang dari educated family nah itu lancar. Faktanya memang begitu.

Me: Apa yang membuat siswa merasa kesulitan dalam menejermahkan dan pengucapan bahasa Inggris?

Mr. CSP: Mereka belum terbiasa dengan bahasa Inggris setiap hari. Mereka sekarang di film-film itu juga film yang dia tonton itu bisa milih. Kalau tempo dulu kan filmnya kan masih di TVRI saja, hanya di satu channel saja, itu kalau bahasa Inggris ya terpaksa mau nggak mau dia nonton pakai bahasa Inggris sebisa mungkin berusaha memahami, setidaknya ada teksnya begitu. Tapi kalau sekarang, anak-anak yang dipilih filmnya yang Indonesia semua, mereka merasa ah tidak paham, atau kurang menarik. Yang jelas kemampuan anak di era sekarang itu menurut saya menurun, karena terlalu banyak kemudahan akibat kemajuan teknologi itu semua jadi terasa mudah dan mereka menganggap belajar bahasa Inggris secukupnya saja untuk memenuhi kebutuhan teknis, tidak sampai memenuhi kebutuhan komunikatif. Mereka pintar bahasa Inggris bukan untuk bisa tetapi untuk keperluan memahami teknis mekanis apa, begitu.

Me: Lalu apa yang membuat siswa merasa kesulitan dalam membentuk atau membuat kerja kelompok?

Mr. CSP: Mereka merasa sama-sama tidak paham. Terus yang kedua, segan atau malu kalau dikira terlalu merasa sok pintar dari yang lainnya. Terus yang berikutnya ya masih mengandalkan orang lain dalam kelompok. Apalagi biasanya kalau ada siswa yang pintar langsung laris manis.

Me: Biasanya untuk kelompoknya itu dipilihkan atau siswa diberi kesempatan untuk memilih kelompoknya sendiri?

Mr. CSP: Kalau saya seringnya saya pilihkan, biar tidak terjadi ketergantungan tadi. Rata-rata ya dicampur dengan siswa yang pintar, tidak siswa yang pintar semua, tidak yang memiliki kemampuan rata-rata semua, tidak yang belum paham semua. Agar tidak terjadi siswa saling memanfaatkan keadaan.

Me: Jadi dalam kerja kelompok apakah siswa ada yang masih merasa takut untuk dijudge oleh teman-temannya?

Mr. CSP: Iya, ada. Bullying itu nyata kok. Meskipun tidak selalu berbentuk fisik, tidak selalu terbuktikan, ya ada yang tersembunyi. Entah dalam sikap atau cara menilai itu tadi, begitu.

Me: Lalu bagaimana strategi Anda untuk mengendalikan para siswa?

Mr. CSP: Itu tadi, saya berusaha yang pertama menebar pesona. Kedua, kita harus berwibawa, punya power untuk memberi solusi. Yang jelas kita harus punya integritas, seperti itu.

Me: Lalu semisal siswa membuat keributan atau terlalu noisy saat pembelajaran, apakah Anda masih merasa kesulitan?

Mr. CSP: Alhamdulillah sejauh ini bisa menangani semua, yang penting kita harus bisa memaksa anak secara batiniahnya. Tidak secara fisik, ya. Kalau secara fisik nanti kurang berhasil, anak menjalankannya kurang ikhlas, tidak paham apa yang dimaksudkan. Jadi siswa diberi kesadaran terus memberikan semangat dan pengertian manfaat pembelajaran bagi siswa.

Me: Lalu apa yang Anda lakukan ketika Anda tidak mempunyai banyak waktu untuk menjelaskan lebih tentang materi dan membantu siswa untuk menghafal semua kosakata?

Mr. CSP: Saya pakai pertanyaan. Pertanyaan itu sangat membantu menambah pemahaman anak. Meluaskan kosakatanya, terus yang berikutnya adalah variasi yang sangat efektif untuk diberikan pada anak tentang variasi-variasi materi itu.

Me: Kalau boleh tahu, strategi yang kemarin Anda terapkan di kelas 8E yang menghafal kosakata dengan kata kunci dan gerakan itu namanya strategi apa ya, Pak?

Mr. CSP: Itu yang mengajar itu professor, beliau sendiri tidak menyebutkan namanya itu. Yang jelas kan itu memberi exercise, ya. Itu ada drilling, repetition juga ada, terus kemudian role play, rebuilding sentence.

Me: Jadi, secara keseluruhan apa saja kelemahan dari strategi yang Anda terapkan?

Mr. CSP: Kelemahannya ya itu tadi, kita nggak bisa memaksa anak kalau tidak termotivasi. Tidak bisa dipaksakan. Pendekatan humanis itu kalau gagal ya agak sulit diulang lagi, waktu yang terbatas.

C. Documentation

Figure. 4.1 The teacher applied relaxing strategy by giving easy
materials which students encounter every day and gives
example of the pronunciation

Figure 4.2 The teacher tried to focus on the theme so that the
teacher can prepare their vocabulary around that theme and gives students
simple sentences

Figure 4.3 The teacher giving the students attention for getting
them to divert their minds from negative thought and
motivates them to enjoy and confident by giving them vocabulary
stimulant

Figure 4.4 The teacher tried to look attractive so that students can concentrate and focus on learning

Figure 4.5 The students can learn to work together with their peers
to discuss when describing the nature and condition of each
room in school

Figure 4.6 The students divided into several groups and provided topic
about the nature and condition of each room in
school and the teacher assigns the groups to make
a vlog

Interview with the English teacher

APPENDIX 2

Research Permission