

**TEACHER'S STRATEGIES FOR REDUCING STUDENT'S ANXIETY IN
ENGLISH SPEAKING**

THESIS



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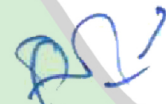
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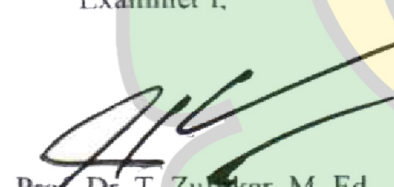
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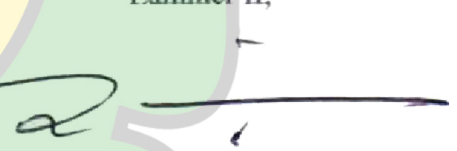
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Alhamdulillahirabbil'alamin, All praise and gratitude the author expresses to Allah SWT, The almighty, for all the outpouring of blessings and guidance, so that the author is able to complete this thesis entitled **“Teachers’ Strategies for Reducing Students’ Anxiety in English Speaking”** on time. This thesis is written in order to fulfill the Bachelor Degree of Education in English Language Teaching, Uin Ar-Raniry University. May Allah always pour his blessings on our prophet Muhammad SAW, who has brought us from the realm of ignorance to a realm full of knowledge.

First and foremost, the author expresses profound gratitude to Allah SWT, the Almighty, for His boundless blessings and guidance, which enabled the completion of this thesis entitled **“Teachers’ Strategies for Reducing Students’ Anxiety in English Speaking.”** This work is submitted in partial fulfillment of the requirements for a Bachelor of Education in English Language Teaching at UIN Ar-Raniry University. May peace and blessings be upon our Prophet Muhammad SAW, who has guided humanity from darkness into the light of knowledge.

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ABSTRACT

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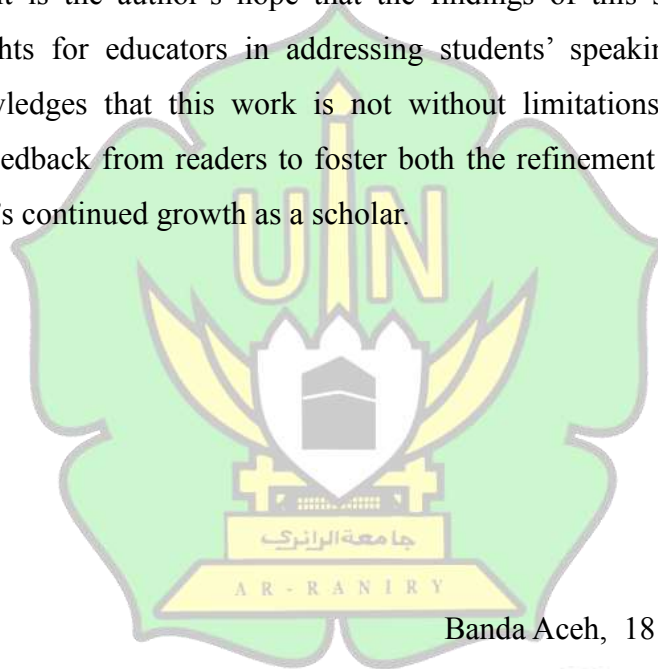
This qualitative case study aims to explore the strategies employed by English teachers to reduce students' anxiety in speaking English, particularly among third-grade students at MTsN Al-Manar Aceh Besar. Speaking anxiety is identified as a significant barrier in EFL learning, influenced by linguistic limitations, affective factors, and classroom environmental conditions. Data were collected through classroom observations and semi-structured interviews with two English teachers. The findings reveal that teachers implement a range of pedagogical strategies, including creating a supportive classroom atmosphere, using interactive and student-centered activities (such as games, role-plays, group discussions, and speaking cards), providing constructive and timely feedback, and applying positive reinforcement. These strategies effectively fostered students' confidence, increased participation, and reduced avoidance behaviors in speaking tasks. The study concludes that reducing speaking anxiety requires a holistic and empathetic teaching approach that addresses both cognitive and affective dimensions of learning. Recommendations are provided for teachers, institutions, and future researchers to enhance EFL speaking instruction and support students' emotional and linguistic development.

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Finally, it is the author's hope that the findings of this study may offer practical insights for educators in addressing students' speaking anxiety. The author acknowledges that this work is not without limitations and welcomes constructive feedback from readers to foster both the refinement of this research and the author's continued growth as a scholar.



Banda Aceh, 18 December 2025

Zaiyana Alfia

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CHAPTER I

INTRODUCTION

1.1 Background of the study

Speaking constitutes a fundamental language skill essential for human communication. It serves as a primary mechanism for the exchange of ideas, dissemination of information, and expression of emotions and thoughts. As a structured system, language encompassing sign, written, and spoken forms requires a shared understanding between speakers and listeners to function effectively, thereby minimizing misunderstandings. The core objective of speaking is communication, defined as the interactive process of sending and receiving messages that are mutually understood (Seiler & Beall, 2005). In pedagogical terms, speaking is the articulate and comprehensible use of spoken language to convey information. Tarigan (2008) further delineates three overarching purposes for speaking: to inform, which involves the transmission of factual or conceptual content; to entertain, which aims to engage an audience for aesthetic or emotional pleasure; and to persuade, which seeks to influence the beliefs, attitudes, or behaviors of listeners.

Drawing from my personal experience with anxiety in English speaking contexts during junior high school was a profound and often debilitating anxiety when speaking English. This anxiety was characterized by acute nervousness, self-consciousness, and a fear of negative evaluation during any oral activity, whether answering a teacher's question, participating in pair work, or delivering a presentation. Physiologically, it manifested as a racing heart, shaky voice, and mental blocks where previously learned vocabulary seemed inaccessible. This experience can be understood through the lens of contemporary Emotion Regulation Theory in SLA (MacIntyre & Gregersen, 2022), which posits that a learner's inability to effectively manage negative emotions like anxiety directly depletes cognitive resources and impedes linguistic performance. This personal

encounter with the affective barriers to language acquisition is not merely a past memory but the foundational catalyst for this research. It drives my investigation into how similar, or perhaps distinct, forms of speaking anxiety manifest within the structured yet socially complex ecosystem of a contemporary boarding school.

Within the Indonesian educational framework, English is a compulsory subject stipulated by the 2013 Curriculum. The curriculum mandates that junior high school students, including those at Al-Manar Islamic Boarding School, develop communicative competence across interpersonal, transactional, and functional contexts. This entails producing coherent spoken and written texts using appropriate language structures relevant to daily life in school, home, and community settings. At Al-Manar Islamic Boarding School in Aceh Besar, this imperative is intensified by the institution's policy mandating the use of English in daily routines, designed to create an immersive language environment. The operationalization of this mandate requires learners to demonstrate the ability to produce coherent and cohesive spoken and written discourses. This involves the accurate and appropriate use of linguistic structures including grammar, lexicon, and genre conventions that are pragmatically relevant to authentic situations encountered in domestic, scholastic, and communal environments (Sari & Wahyuni, 2023).

However, despite this structured immersion, observational and anecdotal evidence from the classroom environment at Al-Manar indicates that a significant number of students encounter difficulties and exhibit pronounced anxiety when required to speak English in formal instructional settings. This presents a clear paradox: students are operating in an environment rich with informal practice opportunities, yet still experience affective barriers during speaking tasks. Notwithstanding the institution's policy of structured immersion, which mandates English use in daily routines, empirical observations and anecdotal accounts from formal instructional settings at Al-Manar Islamic Boarding School reveal a persistent and significant challenge: a considerable cohort of students continues to encounter pedagogical difficulties and exhibit symptoms of pronounced Foreign

Language Speaking Anxiety (FLSA). This phenomenon presents a notable paradox, as the students are embedded within a linguistically rich environment theoretically conducive to acquisition, yet they continue to confront substantial affective barriers that impede their oral performance in academic contexts (Zheng & Zhou, 2023).

This affective barrier can be attributed to a confluence of factors, including limited self-confidence, apprehension about phonological and grammatical inaccuracies, insufficient active vocabulary, and the performative pressure of the classroom. In psychological terms, anxiety is a subjective feeling of tension and apprehension that can erode self-assurance (Brown, 2001). Ellis (1994) categorizes such anxiety into trait, state, and situational-specific anxiety, with foreign language speaking anxiety falling into the latter category. This phenomenon presents a considerable pedagogical challenge for English language instructors, particularly in a boarding school context where the line between informal practice and formal evaluation is constantly navigated by students.

This challenge is exacerbated by the inherent demands of spontaneous oral production in a foreign language, which requires not only grammatical and lexical knowledge but also real time cognitive processing and the confidence to express ideas before an audience. The prevalence of speaking anxiety in English as a Foreign Language (EFL) education underscores the necessity for targeted mitigation strategies, a pedagogical imperative strongly supported by Krashen's (1982) Affective Filter Hypothesis. In the specific context of learning English as a Foreign Language (EFL) at Al-Manar, students often perceive a risk to their self-image, fearing that non-fluent speech may project uncertainty. Consequently, a tendency to remain silent in class a well-documented strategy of risk avoidance is frequently adopted to preserve confidence and self-esteem (Liu & Huang, 2021). This reluctance is often compounded by instructional environments that may overemphasize error correction, foster excessive competition, or fail to bridge the gap between informal daily communication and formal academic speaking.

While the existing corpus of literature provides substantial insight into foreign language anxiety in conventional classroom settings, a significant research gap persists regarding its manifestation within Indonesian Islamic boarding schools (pesantren) that implement compulsory daily English usage. As noted in recent studies (Sari & Novianti, 2023), the specific cultural and pedagogical factors that sustain speaking anxiety despite environmental immersion remain critically underexplored. This creates a crucial gap in understanding how affective filters operate in total institutional settings where language acquisition intersects with religious education. Furthermore, Empirical research examining which instructional approaches might successfully transfer students' confidence from casual encounters to formal speaking skills in this particular setting is conspicuously lacking. In order to create culturally responsive teaching frameworks that take into consideration the complex connections between required immersion, religious school culture, and language learning objectives, it is essential to close this gap.

In the teaching-learning, both teachers and students are integral elements. The teacher acts as the primary agent of knowledge transfer, while students are the recipients and co-constructors of knowledge. Teachers must proactively establish a secure classroom climate where students feel safe to express themselves without fear of reproach for linguistic errors. Concurrently, students are expected to adopt an active, open, and cooperative disposition. Such harmonious collaboration is vital for fostering positive classroom dynamics, enhancing motivation, and, crucially, mitigating anxiety in speaking activities. Teachers, as strategic actors in education, bear a significant responsibility in creating this psychologically safe space. Their role extends to diagnosing and addressing pedagogical and psychological impediments to learning, such as speaking anxiety. By implementing responsive teaching methodologies including scaffolding techniques, structured peer collaboration, constructive feedback, the use of engaging media, and integrative communicative tasks teachers can build a supportive environment that bolsters student self-efficacy. Harmer (2007)

encapsulates this multifaceted role of the teacher as that of a Prompter, Participant, and Resource Provider.

Given the prevalence of speaking anxiety in EFL education, the formulation of targeted mitigation strategies is paramount. The primary aim of such strategies is to diagnose the root causes of student apprehension and to equip learners with the confidence and skills to articulate information clearly and effectively. Therefore, it is essential for teachers to devise and implement appropriate, engaging, and enjoyable instructional strategies that foster a comfortable classroom atmosphere, thereby encouraging student participation. Consequently, it is incumbent upon educators to meticulously devise and implement differentiated instructional methodologies that are not only linguistically appropriate but also inherently engaging and psychologically validating. The cultivation of a supportive and low-anxiety classroom ecology, a factor empirically linked to increased willingness to communicate, is therefore a fundamental prerequisite for fostering voluntary and sustained student participation in oral discourse (Dewaele et al., 2023).

In conclusion, anxiety in speaking English represents a significant barrier to achieving the objectives of foreign language acquisition, particularly in the development of oral proficiency, even within a supportive immersive environment like Al-Manar. The role of the teacher is crucial in identifying, understanding, and remediating this anxiety through pedagogical approaches that are sensitive to student affect. Further examination of the specific methodologies employed by teachers at Al-Manar Islamic Boarding School to bridge the gap between daily routine use and academic speaking performance is warranted. This ensure that English language learning is not only effective but also an engaging, comfortable, and enjoyable endeavor for all students, fully leveraging the potential of the boarding school environment.

1.2 Research Questions

In light of the critical issues delineated in the preceding background. This study is methodically organized to examine this specific phenomenon, particularly the paradoxical combination of structured English immersion and persistent Foreign Language Speaking Anxiety (FLSA) within the unique socio-educational environment of a boarding school. Consequently, the research is guided by the following pivotal questions, the research questions of this study are formulated as follows:

1. What are the underlying factors that cause students' anxiety in English speaking based on teachers' perspective?
2. What strategies are employed by teachers to reduce student's anxiety in English speaking?
3. How do the teachers implement these strategies in teaching English speaking?

1.3 Objective of the study

Based on the formulated research questions, this study aims to achieve several specific objectives designed to address the issue of English speaking anxiety from multiple dimensions. In detail, the objectives of this research are:

- 1. To Identify Causal Factors:** To comprehensively identify and analyze the fundamental factors that trigger students' English speaking anxiety, focusing on linguistic aspects (such as vocabulary mastery and grammar), psychological aspects (such as self-confidence and fear of negative evaluation), and situational aspects (such as classroom environment pressure and peer influence).
- 2. To Examine Teacher Strategies:** To investigate and document the various pedagogical strategies implemented by teachers in their efforts to reduce students' speaking anxiety while simultaneously creating a more supportive and conducive learning environment.

3. To Analyze Strategy Implementation: To comprehensively analyze the practical implementation of these strategies in teaching English speaking, including the methods of application, frequency of use, and their adaptation to the context and student needs in the classroom.

1.4 Significance of The Study

1. Theoretical Significance

This study provides contributions to second language acquisition and pedagogical methodology. Its main significance lies in explaining the complex interaction between teaching strategies and the emergence of foreign language speaking anxiety (FLSA) among learners. By systematically investigating this dynamic, the research offers valuable insights into how specific pedagogical interventions can modulate students' affective domains, particularly by reducing anxiety and enhancing self-efficacy. Consequently, these findings serve to enrich theoretical frameworks in foreign language pedagogy, classroom management models, and affective factor analysis, as well as provide an evidence-based foundation for developing teaching practices that are more responsive and aligned with students' psychological conditions.

2. Practical Significances

1. For Teacher

The findings of this study provide significant practical value for English language pedagogy by offering insights into the etiology and mitigation of speaking anxiety. Teachers can utilize these findings to design their instructional plans by selecting and implementing evidence-based strategies specifically designed to address the affective barriers identified in this study. Beyond merely specific techniques, this research emphasizes the crucial role of teachers in creating a psychologically safe classroom climate. This involves efforts to foster a supportive learning environment through positive reinforcement, facilitating nonthreatening peer interactions, and systematically building

speaking task scaffolds to gradually enhance students' communicative self-efficacy.

2. For Students

This research is anticipated to provide direct benefits for their linguistic development. The main implication is the potential reduction in Foreign Language Speaking Anxiety (FLSA), thereby lowering the affective filter that often hinders language acquisition. With these strategies implemented by the teacher, students can be more comfortable and motivated to communicate in English. Therefore their speaking ability can develop more optimally.

1.5 Research Terminology

To clarify understanding and avoid ambiguity in this study, this section explains key terms used in this report. Therefore, the author provides a definition of related terminology:

1.5.1 Definition of Speaking in The Context of This Study

Bailey and Nunan (2005) stated that speaking is a process in which an individual can convey something by expressing ideas, thoughts, and feelings through communication. More than just uttering words speaking creates and enhances the meaning of words through the use of verbal and non-verbal symbols (body language, facial expressions, intonation) in various situations. The ability of good speaking skills will help us interact with others. Therefore, speaking skills are needed to maintain good relationships between two or more people. Mastering speaking skills well, especially in a foreign language such as English, requires a deep understanding of the various interconnected elements:

1. Pronunciation: expertise in creating sounds, emphasis on syllables, and changing the tone of speech that is understood by others.

2. Grammar: the application of precise sentence order to communicate meaning with precision.
3. Vocabulary: possession of a sufficient store of words to describe an idea.
4. Fluency: the capacity to speak fluently, without pausing too long, and at a normal pace.
5. Comprehension: competence to understand the subject and intent of the conversation, which facilitates engagement in lively conversation.

Therefore, speaking is not only a matter of linguistic knowledge but also of performative and social skills. As Brown (2004) asserts, speaking is "an interactive process of constructing meaning that involves the production, reception, and processing of information". Its function can be interpersonal (to establish social relationships) or transactional (to convey information).

1.5.2 The Focus of Speaking in This Study: Fluency and Confidence

Based on the findings of this research and supported by recent literature, the pedagogical emphasis is on developing fluency and confidence rather than immediate accuracy. Studies in the Indonesian context have demonstrated that anxiety-reduction strategies prioritizing communicative competence over grammatical accuracy yield better learning outcomes (Satriani et al., 2022). The observed teachers' implementation of interactive activities, group discussions, and delayed error correction aligns with this approach, where the initial goal is to create psychological safety for spontaneous communication. Habiburrahim et al. (2020) specifically identified that anxiety manifests as difficulties in sentence construction and oral expression among Acehese students, reinforcing the need for fluency-focused interventions. The strategies documented in this study such as scaffolding techniques, collaborative tasks, and positive reinforcement aim specifically at reducing cognitive load and affective barriers,

thereby enabling students to develop fluency through increased practice opportunities and diminished fear of negative evaluation.

Ultimately, within this research framework, speaking proficiency is measured through observable improvements in participation rates, confidence levels, and fluency indicators, with accuracy development being a secondary goal addressed through strategic, non-intrusive feedback methods.

1.5.2.1 Relationship Between fluency and Confidence in EFL Speaking

The relationship between fluency and confidence in second language speech is fundamentally synergistic and reciprocal. A learner's confidence serves as a critical affective catalyst that facilitates fluent production. It does so by mitigating the cognitive interference caused by anxiety and the fear of negative evaluation. When learners possess high self-efficacy, the cognitive resources that would otherwise be allocated to managing affective distress are freed for the core processes of speech formulation and articulation. This reallocation of working memory capacity enables more automatic lexical retrieval and syntactic encoding, thereby resulting in smoother, more rapid, and less hesitant speech (Teimouri, et al., 2019). Conversely, experiences of fluent production reinforce the learner's sense of efficacy, creating a positive feedback loop that further consolidates confidence.

Conversely, successful experiences of producing fluent speech, even in brief instances, serve as mastery experiences that directly build a learner's sense of self-efficacy. This creates a positive feedback loop: confidence fosters conditions for fluency, and demonstrations of fluency, in turn, reinforce confidence. Therefore, pedagogical interventions aimed at enhancing oral proficiency must be designed to develop both constructs simultaneously, as they are

inextricably linked in the ecology of the EFL classroom (Khajavy, et al., 2021).

1.5.3 Teaching Strategy

Teacher strategies refers to a set of deliberate actions, approaches, and techniques used by English teachers to establish a secure and encouraging learning environment with the particular aim of lowering students' fear and boosting their self-assurance and English speaking proficiency. According to Trang, Moni, and Baldauf (2012), teachers' traits and psychological states have a significant impact on the classroom environment. Therefore, the strategies employed by teachers have a significant impact on the cognitive development of children in every area of learning.

To encourage understudy learning and understudy engagement. Teachers methodologies ought to allude to the thought and organized approaches utilized by teachers so as to realize successful learning goals. This technique can be done with different instructing strategies such as agreeable learning, problem-based learning, and learning utilizing innovation. According to Abulhul (2021), “in moving forward students' scholastic execution by advancing dynamic engagement, basic considering, and collaborative skills, educating methodologies play a really vital part. “ The viability of the technique utilized by the educator does not as it were depend on the strategy utilized by him, but it too depends on how the procedure can be adjusted by understudies.

1.5.3.1 Theoretical Underpinnings from Teacher Training

The principles of effective teaching strategy find their roots in teacher training programs themselves. Micro-teaching, a cornerstone of pre-service teacher education, is designed to equip future educators with essential skills in a 'positive and supportive atmosphere' (Muluk et al., 2020). The core components of this training such as lesson

planning, goal setting, and practicing in a controlled environment highlight the importance of structured support and psychological safety, which are directly transferable to strategies aimed at reducing student anxiety in the EFL classroom. Therefore, the strategies employed by experienced teachers to mitigate speaking anxiety can be seen as an application of these fundamental pedagogical principles.

Additionally, effective classroom practices are built on the intellectual and practical foundation provided by teacher training. Pre-service teachers learn to recognize students' emotional needs and anticipate possible sources of worry through structured activities such as group discussion sessions, simulated teaching practice, and reflective evaluation. Teachers are able to create learning activities that are both psychologically and pedagogically sound considering these formative experiences. As a consequence, the strategies used in actual classroom settings especially those meant to lessen speaking anxiety have their roots in well-established training principles that place an emphasis on steady skill development, positive feedback, and clear instruction.

1.5.4 Speaking Anxiety

Anxiety in the context of language learning is a multifaceted psychological phenomenon, predominantly stemming from the learner's fear of linguistic inaccuracies, perceived negative evaluation from peers or instructors, and the perceived pressure of performing ineffectively before an audience. Horwitz et al. (1986) presented the concept of remote dialect discomfort, characterizing it as “the complexity of self-perceptions, beliefs, sentiments, and behaviors associated with classroom dialect learning that arise from the uniqueness of the dialect learning process.” Learners with high speaking discomfort may avoid speaking practice, engage mental blocks when attempting to speak, or show physical indications such as sweating or trembling.

Therefore, addressing speaking anxiety is a pedagogical imperative. It requires moving beyond a sole focus on linguistic accuracy to create "psychologically safe" classrooms where mistakes are reframed as natural milestones in the learning journey. Strategies that incorporate collaborative tasks, provide structured scaffolding, and offer constructive, non-threatening feedback are crucial. Ultimately, reducing speaking anxiety is synonymous with unlocking learner potential, enabling students to transition from silent apprehension to confident expression.



CHAPTER II

LITERATURE REVIEW

In this chapter, the author discusses some opinions related to this study. The theories are about the definition of speaking, component of speaking, teaching strategies, teaching speaking, definition of speaking anxiety, and types of speaking anxiety. This chapter also discusses the previous studies that were conducted by the previous researchers related to the topic of the study about the strategies employed by teachers for dealing with student anxiety in speaking English.

2.1 Speaking

2.1.1 Definition of Speaking

English has 4 skills that must be aced for each understudy. One of them is speaking. In a world where speaking could be a skill that plays an important part in existence. Through speaking, we offer ideas, information, express feelings and symbols of deep meaning to someone else. According to Nunan (1992) Speaking can be an advantageous verbal talent that can include communicating thoughts or conclusions, arranging for something to be done, expressing a crave to do something, and building social connections. According to Brown (2003) Speaking is one of the communication abilities in English that has a direct correlation with tuning in a simple way in the implementation of dialect. It can be emphasized that speaking has an important function as communication with one or more people to express ideas or feelings.

2.1.2 Components of Speaking

Effective oral communication is underpinned by a constellation of interconnected competencies that govern both the production and reception of spoken discourse. These core elements work synergistically to determine the

clarity, coherence, and overall success of communicative acts (Nation & Newton, 2020).

a. Fluency

Fluency denotes the capacity for producing spoken language in a coherent, continuous, and automatic manner, characterized by a natural pace and minimal disruptive hesitation (Tavakoli & Wright, 2020). It pertains to the smooth flow of communication, prioritizing the maintenance of discourse over momentary grammatical or lexical precision. Fluent speakers demonstrate an ability to link ideas seamlessly, employing strategies such as the use of hesitation markers and circumlocution to sustain communication, thereby reducing cognitive load for both speaker and listener.

b. Accuracy

Accuracy encompasses the speaker's adherence to the linguistic conventions of the target language, including its syntactic structures (grammar), lexical choices (vocabulary), and phonological form (pronunciation) (Ellis, 2003). While fluency facilitates the flow of communication, accuracy ensures that the message is formulated in a linguistically target-like and comprehensible manner. It is the dimension of speaking that governs the formal correctness of the utterance, which is essential for precision and avoiding misinterpretation.

c. Pronunciation

Pronunciation refers to the mastery of the phonological features of a language, including the articulation of individual phonemes, the application of word and sentence stress, rhythm, and intonation patterns (Derwing & Munro, 2015). It extends beyond mere sound production to encompass the supra segmental features that shape meaning and speaker intent. Clear and intelligible pronunciation is a critical facilitator of

communicative effectiveness, as it allows the listener to decode the speaker's message without undue effort, directly impacting mutual comprehension.

2.1.3 The Difficulties of Speaking

The construct of speaking proficiency is widely understood to be underpinned by five interconnected and mutually reinforcing components: pronunciation, grammatical accuracy, vocabulary, fluency, and comprehension (Brown, 2003). These elements function synergistically to enable effective oral communication.

Grammatical competence provides the structural framework for constructing meaningful and syntactically coherent sentences. *Lexical resource or vocabulary* ensures the precise selection of words to convey intended meanings. *Pronunciation* facilitates the clear and intelligible production of phonological units, while *fluency* denotes the capacity to maintain a smooth, continuous, and automatic flow of speech. Finally, *comprehension* is the cognitive ability to process, interpret, and understand both the literal and implied meanings within a spoken discourse. Mastery across these interdependent domains is a fundamental prerequisite for achieving clarity and efficacy in everyday communicative interactions.

2.1.4 The importance of Teaching Speaking

Teaching speaking in English as a Foreign Language (EFL) has evolved significantly from its earlier focus on transmitting discrete linguistic components such as vocabulary items, grammatical structures, and pronunciation rules. Contemporary educational perspectives now conceptualize speaking instruction as a comprehensive and dynamic pedagogical process that prepares learners to use spoken language effectively in authentic communicative contexts. In this broadened view, the primary aim of teaching speaking is not merely to ensure linguistic accuracy, but to cultivate learners' communicative competence in a holistic manner. This includes developing strategic competence defined as the ability to manage

real-time communication demands, navigate moments of misunderstanding, and convey intended meanings despite potential linguistic limitations (Richards, 2020). By prioritizing these communicative skills, modern EFL pedagogy emphasizes the importance of preparing learners to participate confidently in spontaneous spoken interaction, engage in meaningful exchanges, and utilize language as a functional tool for expressing ideas, negotiating meaning, and building social connections. Consequently, the teaching of speaking is understood as an integrative endeavor that aligns linguistic knowledge with practical communicative abilities, ensuring that learners are equipped to use English in ways that reflect genuine, real-world language use rather than merely reproducing memorized forms.

The central aspect of the speaking instruction process is the creation of a learning environment that is supportive, psychologically safe, and interactive. Such an environment is essential because it not only helps students develop the mechanical and cognitive skills required for speech production but also addresses the social and emotional dimensions that influence language learning. Within a conducive learning ecosystem, students are provided with structured opportunities to develop speaking fluency and self-confidence in expressing their thoughts, ideas, and feelings orally in the target language. Emphasizing emotional and psychological safety is particularly important, as anxiety is known to be a major barrier to oral performance. Therefore, instructional strategies must be intentionally designed to lower the affective filter, enabling students to take risks, attempt speaking, and actively participate in communicative processes (Satriani et al., 2022).

2.2 Teaching Strategies

A teacher is a committed professional who facilitates, motivates, and sets an example for students in addition to organizing, planning, and directing the teaching and learning process. In addition to imparting academic knowledge, teachers are essential in fostering moral principles, character development, and constructive behavioral change in the cognitive, psychomotor, and emotional

domains. A professional educator's main duty is to instruct, target, train, evaluate, and assess young students in formal classes as well as explain sub-chapters, as stated Republic of Indonesia Law No. 14, Dewan Perwakilan Rakyat Indonesia (2005).

According to Harmer (2007), A strategy is an activity a teacher takes to accomplish one or more of their educational and instructional objectives. Strategies are targeted classroom activities that complement the approach and strategy. According to Maulidar, et al., (2019), Speaking strategies to help students become proficient communicators. To help their students become better speakers, teachers might employ a variety of strategies. Teaching strategies are the various techniques or procedures that educators use in the teaching-learning process. Overall, a learning strategy is an approach or technique that every teacher, particularly an English instructor, must have in order to construct a learning activity process that can function efficiently.

2.2.1 Types of Teaching Strategies in EFL Speaking Classroom

a. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a pedagogical approach that positions communicative competence as the primary goal of language learning. As Richards (2022) explains, CLT emphasizes the functional use of language for meaningful interaction over the mere mastery of grammatical structures. In the speaking classroom, this is implemented through specific techniques such as *role-plays* that simulate real-world scenarios (e.g., job interviews, restaurant conversations), *information-gap activities* where students must communicate to share missing information and complete a task, and *simulations* of more complex real-life situations. The teacher's role shifts from a central authority to a facilitator who creates these opportunities for genuine communication and provides feedback on communicative effectiveness, not just linguistic accuracy. This approach is predicated on the principle that language is best learned

through using it to convey genuine messages, thereby preparing learners for real-world interaction.

b. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is an evolution of CLT that organizes learning around the completion of meaningful tasks. A 'task' is defined as an activity in which learners use language, with a primary focus on meaning, to achieve a tangible outcome. According to Ellis (2021), the typical TBLT framework consists of a pre-task phase, a task cycle where learners plan and execute the task, and a language focus phase. Concrete activities include *problem-solving tasks* (e.g., "Plan a class trip within a budget"), *decision-making activities* (e.g., "Rank the most important survival items and agree as a group"), and *project work* (e.g., "Create and present a poster about your dream holiday"). This strategy is highly effective for speaking development because these activities create a genuine need for communication, compelling learners to negotiate meaning, justify opinions, and collaborate spontaneously, thereby fostering both fluency and strategic competence.

c. Interactive Learning

Interactive Learning is a pedagogical principle that underscores the social nature of language acquisition, asserting that learning is facilitated through dialogic interaction. This strategy is operationalized through structured peer interactions such as *think-pair-share* exercises for quick opinion sharing, *small group discussions* on provocative topics, and *jigsaw* activities where each student holds a piece of information critical to completing a group task. The theoretical foundation for this approach is rooted in Vygotsky's sociocultural theory. The efficacy of this method is supported by research; a meta-analysis by Lee & Huang (2021) confirmed that such

collaborative learning frameworks significantly reduce Foreign Language Anxiety by lessening the "spotlight effect" on individual students. This constant engagement in verbal exchanges is crucial for automating language production and building the confidence to speak.

d. Students-Center Learning

Student-Centered Learning represents a paradigm shift from teacher dominated instruction to an approach where learners are active participants. As Weimer (2020) argues, this means empowering students with choices in their learning process. Practical applications in the speaking classroom include allowing students to *select their own discussion topics* or debate motions, enabling *peer teaching* where students explain a concept to classmates, and implementing *project-based learning (PBL)* where small groups research a topic of their choice and present their findings to the class. This approach increases intrinsic motivation and engagement, as the content is directly relevant to students' interests. By giving students autonomy, this strategy fosters a greater sense of ownership and responsibility, which is critical for developing long-term communicative confidence and transforming passive learners into active participants.

e. Scaffolding Learning

Scaffolding is an instructional strategy wherein teachers provide temporary support to learners, enabling them to accomplish tasks they would not be able to manage independently. In speaking activities, this involves providing structured support such as *speaking frames or sentence starters* (e.g., "In my opinion... because..."), *word banks* with key vocabulary for a discussion, *model dialogues* for students to analyze and adapt, and *graphic organizers* (like story maps or Venn diagrams) to help structure thoughts before speaking.

2.2.2 Challenges Faced by Teachers in Applying the Strategies

A challenge is a situation or a series of circumstances that are difficult to deal with, but still needs to be resolved. Students are encouraged to hone their problem-solving abilities by challenges. In order to accomplish the intended goals, overcoming obstacles will inspire one to think critically, come up with original ideas, and keep learning. Additionally, Rosalina et al., (2020) state that a challenge is Something that is perceived as difficult. Teaching English is difficult, and teachers encounter difficulties when learning the language, particularly when instructing young students orally. According to Habiburrahim et al., (2020) personality traits, low self-confidence, and lack of competency are the sources of anxiety. These challenges can be overwhelming for student teacher, especially those limited teaching experience. The degree of support from mentor teachers and the school environment are factors that impact the effectiveness of instructional techniques.

Teachers encounter a number of difficulties when instructing speaking in classrooms or courses, which may impede the learning process. According to Nunan (2010), teaching young students face some problem for English teachers. Among these difficulties are:

a. Cognitive Development

Children are still developing their ability to think abstractly, comprehend language concepts, and make connections between ideas, which puts them at a very different stage of cognitive development than adults. This means that in order for the information to be fully understood, English instruction must be tailored to the students' mental growth level.

b. Motivation

It might be difficult to maintain kids' interest in studying a foreign language. If the teaching style is dull or uninspiring, kids become bored easily. Therefore, in order to maintain students' enthusiasm and

motivation to speak English, teachers must develop an engaging and participatory learning environment.

c. Attention

Children typically have short attention spans. They struggle to concentrate for extended periods of time, particularly when the instruction is not delivered in an engaging manner. To keep kids actively involved, teachers need to be able to create learning activities that are colorful, varied, and related to their interests.

d. Multilevel Groups

Students in children's classes frequently have varying language proficiency levels. While some people can already talk pretty fluently, others still have trouble understanding simple directions. Developing instructional practices that can accommodate students of different skill levels without making them feel bored or left behind is a problem for educators.

e. Assessment

It's challenging to gauge kids' speaking proficiency. The findings of assessments may not accurately represent children's abilities since they may be apprehensive or lack confidence when speaking. Furthermore, evaluations must be equitable and age-appropriate, emphasizing participation and the process above the final product.

2.3 Speaking Anxiety

2.3.1 Definition of Speaking Anxiety

Anxiety, in a general psychological context, refers to a state of uneasiness, worry, and trepidation associated with the anticipation of a perceived threat. Within the specific domain of language acquisition, this construct manifests as a distinct phenomenon known as Foreign Language Classroom Anxiety (FLCA), which Horwitz et al., (1986) seminally defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the

uniqueness of the language learning process". This form of anxiety is characterized by a specific communicative apprehension, where learners experience intense fear and psychological inhibition when expected to speak in the target language. This apprehension is frequently linked to a deep seated insecurity about linguistic abilities, significant difficulties in orally formulating and expressing ideas, and an overwhelming fear of negative evaluation from both peers and instructors.

Aminah (2016) notes, while a certain degree of anxiety can function as a facilitative mechanism that heightens focus and preparedness in challenging situations, its excessive and persistent form in the language classroom becomes debilitating. This debilitating anxiety is characterized by persistent feelings of restlessness, apprehension, and a pervasive sense of threat, which are often accompanied by a range of physiological symptoms such as increased heart rate, muscle tension, and sweating. When anxiety levels surpass an optimal threshold, they no longer serve a productive function; instead, they consume valuable cognitive resources, impair working memory, and hinder the complex processes of language retrieval and production. Consequently, this can lead to a cycle of avoidance, diminished participation, and ultimately, a significant obstruction to the development of oral proficiency, as the learner's cognitive capacity is diverted from learning and performance to managing the affective distress itself.

2.3.2 The Factors Causes of Speaking Anxiety

According to Horwitz et al., (1986) Three outcomes: communication issues, test anxiety, and fear of receiving a poor grade are associated with linguistic interest in assessing performance in social and academic situations. According to Tanver (2007, p. 14) Students' widespread sentiments of inadequacy and general lack of confidence in their language skills exacerbate anxiety. This frequently results from a lack of exposure to the language, a small vocabulary, or a poor grasp of grammar. Fear that when learners experience other people's unfavorable changes, negative

feedback will become a problem. The second component of worry is carried over into a foreign language by the dread of receiving unfavorable feedback. Anxiety is a psychological phenomenon that arises spontaneously and is characterized by uncontrollable emotions of nerves and fear. Additionally, Habiburrahim et al. (2020) analyzed the context of speaking anxiety in the local Indonesian setting, specifically in Aceh. Their qualitative study of Acehese students verified that anxiety symptoms are both universal and impacted by regional sociocultural factors. According to their findings, students' speaking abilities are significantly impacted by anxiety, which shows itself as challenges with sentence construction and oral idea expression.

In addition, Students' speaking anxiety might have a variety of causes (Meihua, 2007). The factors that cause of speaking anxiety are :

1. Lack of vocabulary

Proficiency in language is crucial while communicating in English. If our vocabulary is limited, we will be unable to communicate effectively (Penny, 1996, p. 10).

2. Low English Proficiency

According to Brown (1987), Performance quality and outcomes are closely linked. Students will receive learning materials at school that correspond to their aptitude or performance. Input will likely be low if the student performs poorly in the class, and vice versa. Then, the caliber of pupils' work has a big impact on the outcomes.

3. Lack of proficiency

One of the most crucial things that needs to be achieved before the performance is preparation. During the performance, speaking English, particularly in front of others, requires preparation since if we are not ready, we may become anxious. Students can therefore prepare language associated with the subject matter they will be

presenting or discussing, as well as the appropriate accent of disclosure when speaking, and so forth.

2.4 Previous Studies

To fulfil this research, the author uses references and studies from several studies related to the strategies employed by teachers' for reducing students' anxiety in English speaking. Including the first research conducted by Kurniawati et al. (2024). They conducted the strategies employed by an English teacher to lessen the speaking anxiety of eighth-grade students. The goal of the study is to pinpoint the particular strategies the teacher uses and investigate how they affect the speaking abilities of the students. The study intends to learn how these techniques such as preparation, relaxation, positive thinking, and peer support can help students become more confident and less nervous when speaking English by watching classroom activities and interviewing participants. The results showed that the primary strategies used by the teacher are peer group, peer seeking, positive thinking, preparation, and relaxation. These techniques can improve the confidence of learners, create good learning attitudes, and enhance their communication abilities. This study also demonstrates how certain strategies, like collaboration, can result in lost time and inability to concentrate in the classroom.

The second research conducted by Irmayani et al. (2022). This study was to investigate the methods teachers employed to address students' concern when speaking English as well as whether or not students thought these methods worked. Semi structured interviews and observation were employed as data gathering methods in this descriptive qualitative study. The findings indicated that the teachers employed three primary strategies: guessing words, question-and-answer techniques, and game play. Every one of these tactics was modified to fit the needs of the students and the classroom environment. According to the students who took part in the study, these techniques could help them feel less anxious, boost their confidence, and become more engaged and excited about learning English, particularly when it comes to speaking.

The last research conducted by Fera Farika (2024) student of English department Ar-Raniry University, in her thesis entitled “Teachers’ Strategies in Teaching Speaking” This study focuses on the methods teachers employ to help students overcome the challenges they have when learning English by teaching speaking skills. This study's primary goal is to learn the tactics teachers use to assist students in overcoming their challenges, especially those related to a lack of vocabulary and a lack of confidence when speaking. Three eighthgrade English instructors at MTsN 2 Pidie Jaya and SMPN Ulumul Qur'an Pidie Jaya were interviewed as part of the qualitative data gathering methods utilized in this study. Therefore, this study supports the significance of selecting appropriate teaching methods to increase the effectiveness and enjoyment of the teaching and learning process for students.

The main differences are seen in the research's context and focus. My research examined how teacher strategies were used in the classroom, focusing more on the actual situation for third-grade students at MTsN Al-Manar Aceh Besar, Boarding School. However, Kurniawati et al. 's (2024) study demonstrated that collaborative procedures may include difficulties like lack of attention and concentrate more on the effects of techniques like relaxation and peer support on eighth-grade students' speaking abilities. By employing games and question-answer procedures, Irmayani et al. (2022) added a new method and assessed the strategies' efficacy from the viewpoints of the students. Farika (2024), on the other hand, concentrated more on particular problems such a lack of vocabulary and low self-esteem as significant obstacles to speaking abilities. Furthermore, the location and student level of the school settings employed in the prior study were different from my research, allowing for variations in the environment and teaching methods.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a comprehensive exposition of the methodological framework that guided the empirical investigation. It commences by outlining the overall research design, justifying its selection in relation to the study's aims and epistemological stance. Subsequent sections specify the research participants or population, including the sampling strategy and selection criteria, followed by a description of the data sources. The chapter then elaborates on the data collection strategies and analytical procedures employed, explaining how these techniques were systematically applied to generate valid and reliable evidence.

Collectively, this detailed account serves to establish the methodological transparency, rigor, and reproducibility of the study, thereby laying the foundation for the findings discussed in the subsequent chapter.

3.1 Research Design

Research design is essential in a research project. This research is designed using qualitative research methods with a case study approach. The qualitative research method was chosen because the author wanted to find out about teacher strategies in dealing with students who are anxious about speaking, especially in learning English. Creswell and Poth (2017) state that qualitative research is the method of collecting and analyzing data utilizing dialect instead of numbers. Qualitative data can be collected through journal or in-depth interviews, and analyzed by grounded hypothesis or topic investigation. Qualitative researchers look at marvels in their common setting to get it and decipher the implications individuals deliver to them. In this way, qualitative research could be a strategy for analyzing information with profundity and precision, either through accounts or written description.

A case study is a qualitative research technique that focuses on a specific person, group, or organization in order to obtain a thorough grasp of a given phenomena, event, or issue in a real-life setting. Using a range of data gathering methods, including observation, interviews, and documentation, the researcher thoroughly investigates the topic in a case study. According to Creswell (2014), Case study is a qualitative method where researchers examine a real phenomena in its actual setting by gathering information from a variety of sources, including in-depth interviews, observations, and documents. This method works well for responding to research questions that contain the terms "what" and "how." Thus, researchers can have a thorough grasp of the methods teachers employ to help pupils feel less nervous when speaking English by utilizing this case study.

3.2 Research Participant

The subject that author used in this study was English teachers who taught English lesson at MTsN AlManar, Aceh Besar and third-grade students. Purposive sampling was used to choose these participants. Where the author specifically selected individuals who met certain criteria relevant to the research focus. The main criteria for participants were: (1) being an active English teacher, (2) having direct experience in teaching speaking classes or training speaking skills, and (3) having a deep understanding of the classroom context and student characteristics at the school. This technique allows the author to select information-rich situations relevant to the phenomenon of speaking anxiety reduction strategies under investigation (Creswell & Poth, 2018).

The teacher participants in this study were recruited based on recommendations from the school administration, as they seemed to have the clearest understanding of the teachers' abilities and classroom behavior. Additionally, the willingness of participants to be involved voluntarily was also an important consideration. Meanwhile, the students involved in the classroom observation process were not designated as direct research subjects. Instead, they functioned as data points confirming the approaches employed by the teachers'. Students' participation in this research aimed to deliver an authentic depiction of

how these strategies were executed and perceived within an actual learning situation. Consequently, the primary analytical viewpoint was still directed toward the teachers' and their strategies, with the observation of students' furnishing practical confirmation concerning the efficacy and utilization of these strategies.

In advance of the start of data collection, all participants were made to understand the study's objectives and their consent was acquired. In order to establish a secure setting in which participants may answer candidly, especially given that the subject of anxiety entails intimate and emotional experiences, the writer maintained identity and secrecy throughout the study.

3.3 Data Source

This study employed a multi-faceted approach to data collection, utilizing classroom observation and semi-structured interviews as primary sources. The research participants were strategically selected to provide comprehensive insights into the phenomenon under investigation. The primary participants were the English teachers at MTsN Al-Manar, who served as the main informants due to their direct role in implementing pedagogical strategies. Data from these key participants were gathered through semi-structured interviews. These interviews were designed to elicit in-depth information regarding the teachers' professional backgrounds, teaching experiences, and their conceptual knowledge of specific strategies for mitigating speaking anxiety in the classroom. The interview protocol consisted of a series of open-ended questions, allowing for flexibility and probing to explore emergent themes relevant to the research questions.

Complementing the interview data, classroom observations were conducted to capture the practical application of these strategies in an authentic setting. During these observations, the students functioned as the first-hand source of supporting data. The researcher focused on documenting the teachers' instructional techniques, interactions with students, and the overall classroom dynamics. Concurrently, student behaviors and responses such as participation levels, verbal and non-verbal indicators of anxiety, and engagement with speaking

tasks were meticulously recorded. This observational data on students provided crucial, real-world evidence of how the teachers' strategies were enacted and perceived within the learning environment, thereby triangulating and enriching the self-reported data from the interviews.

3.4 Data Collection Technique

Data collection consists of finding and selecting research participants, obtaining their consent, and obtaining information by interviewing them and observing their activities. The collection of accurate data from people and locations is the most important aspect of this approach. A collection of behavioral frequencies or words (reactions, opinions, statements) will be generated as a result of this stage (Creswell, 2012). In the use of data collection techniques, data collection will be convenient because of consistent data, recording, and well documentation. Data collection techniques allow researchers to have many opportunities to frequently refer to and access data to avoid misunderstandings.

To gather the necessary data, the author employed a combination of semi-structured interviews and direct observation. The interviews allowed for in-depth, flexible conversations with participants, while the observations provided contextual, real-time data on behaviors and interactions within the natural setting. The data in this study has been collected using various methods, as detailed below:

3.4.1 Observation

Direct observation is an observation that is carried out directly in the field by observing teachers interacting with students in the classroom who are teaching. However, it does not interfere with teaching activities. This observation aims to determine the direct strategies used by teachers in overcoming student anxiety when speaking English. The activities that are carried out using systematic observation and note taker regarding the phenomena that are present in a certain research object are observed (Rahmadi, 2011). Observation may be construed as an assessment at the site

of the issue or as an experiment at the designated research location. Particularly at MTsN Al-Manar Aceh Besar institution, third grade. Author conducted observations to identify and highlight the strategies employed by educators during the classroom learning process. To systematically record and analyze non-verbal cues, the author additionally employed a structured observation sheet, which provided a focused framework for documenting the teacher's body language and its influence on the speaking learning process.

The author carried out a study to systematically pinpoint different teaching methods employed by teachers' to lessen students' anxiety when communicating in English lessons. This observation tool had a few markers, noting things like the utilization of warm-up activities or ice-breakers, encouraging students to confidently speak without worry about errors, implementing group or partner exercises, and how teachers address errors when they occur. Furthermore, the learning environment was evaluated during these observations, alongside positive reinforcement when students attempt to talk. Author analyze how well these strategies are being used by employing these measures.

The author also observed the students' response when they were prompted to converse in English, particularly in relation to the instructional strategies employed by the teachers'. Moreover, the author closely monitored the students' responses to the strategies implemented during the learning process.

3.4.2 Interview

A particular way of interviewing people who have been chosen as respondents in the interview is referred to as interview methodology. This methodology, often aligned with a specific research design such as phenomenology or case study, is systematically employed to elicit in-depth, nuanced data directly relevant to the study's objectives. Furthermore, an interview is a direct, in-person attempt to get valid and trustworthy measurements from one or more respondents in the form of verbal remarks. Bungin (2007) defines an in-depth interview as the process of gathering data

for research objectives through question and answer sessions conducted in person between the interviewer and the informant, also known as the interviewee, with or without the use of an interview guide.

The purpose of the interview was to learn more about the subject's thoughts and emotions around speaking anxiety. The author was interested in learning more about the factors that contribute to students' nervousness in the speaking classes as well as how they plan to lessen their worry. In this technique, the author interview teachers' who are experienced in my research field. During the interview process with the teachers', the author described the purpose of the study and that all interviews would be done in English and Bahasa Indonesia to gather answers then the condition would be more enjoyable and relaxing. Interviews were planned with those who indicated an interest in taking part. Interviews were then conducted with English teachers'. Each semi-structured interview session was conducted within a 20 to 30 minute timeframe and audio-recorded upon receiving explicit participant consent. To enrich the data, respondents were subsequently presented with a set of ten follow-up and open-ended questions. This iterative design ensured that each participant's responses dynamically informed and shaped the subsequent line of inquiry, fostering a more personalized and in-depth exploration of the topic.

3.5 Data Analysis Technique

Data analysis constitutes a fundamental methodological technique wherein raw, unorganized data are processed, examined, and interpreted. This systematic procedure serves an epistemological purpose: to transform fragmented observations into coherent information, thereby revealing underlying patterns, relationships, and themes. By distilling complexity into comprehensible insights, analysis makes the salient features of a phenomenon not only easier to understand but also actionable. Consequently, this process provides the critical empirical

foundation upon which credible conclusions can be drawn and validated, closing the hermeneutic circle between data, interpretation, and scholarly contribution.

Consequently, it is an indispensable phase of the research process, as it generates the evidence-based knowledge required to test hypotheses, inform conclusions, and devise effective solutions to complex problems. The data analysis in this qualitative study followed the interactive model proposed by Miles and Huberman (1994), which consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. These steps were applied to the data gathered from observations and interviews in the following manner:

1. Data Reduction

This stage involved the process of selecting, focusing, simplifying, abstracting, and transforming the raw data. This was achieved through:

- a. Transcribing: Verbatim transcription of all audio recorded interviews with the teachers’.
- b. Organizing: Compiling and organizing the observation notes and interview transcripts.
- c. Coding: Reading through the data repeatedly to identify and assign codes to meaningful segments related to teachers' strategies and students' anxiety. Specifically, segments of text were labeled with codes such as Scaffolding Strategy, Positive Reinforcement, Anxiety Symptom- Silence, etc.
- d. Grouping Codes into Themes: The codes were then grouped into broader themes that emerged from the data, such as Creating Supportive Environment, Interactive Teaching Activities, and Feedback Strategies.

2. Data Display

After reduction, the organized data was assembled into a structured format to allow for easier conclusion drawing. In this study, the primary means of data display were:

- a. Thematic Matrices: Creating tables that displayed the themes and subthemes against the data sources (e.g., Teacher NH's quotes and observation notes in one column, Teacher NL's in another). This allowed for a clear comparison of the strategies used by different teachers and their observed outcomes.
 - b. Narrative Summaries: Writing detailed descriptive summaries for each theme, incorporating direct quotes from the interviews and thick descriptions from the observations to provide context and evidence.
3. Conclusion Drawing and Verification
- The final stage involved interpreting the displayed data to draw meaningful conclusions and verify their validity.
- a. Drawing Conclusions: The researcher interpreted the patterns and relationships within and across the themes to answer the research questions. Specifically, concluding that group-based activities were more effective than individual tasks in reducing observable anxiety.
 - b. Verification: To ensure the trustworthiness of the conclusions, several techniques were employed.
 - c. Member Checking: The initial findings and interpretations were shared with the participating teachers (NH and NL) to confirm that the researcher's understanding accurately reflected their experiences and intentions.
 - d. Triangulation: Conclusions were cross-checked by comparing data from multiple sources (interviews with Teacher NH, interviews with Teacher NL, and classroom observations) to ensure consistency and credibility

3.6 Limitation of the Research

This study is subject to several limitations. First, the small number of participants limited to two teachers restricts the generalizability of the findings to other educational contexts. Second, the reliance on only two data collection methods, interviews and observations, makes the results highly dependent on the author's interpretation and potentially susceptible to informant bias. Third, the

brief observation period means the strategies documented may not represent the teachers' complete pedagogical practices.

Furthermore, the study's narrow focus on teacher strategies did not account for external factors such as the pesantren culture, school policy, or students' individual psychological conditions. The highly specific research context a pesantren-based school with an English immersion program also limits the broader applicability of the results. Finally, the study lacked a quantitative analysis to objectively measure the effectiveness of the teaching strategies implemented.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Findings

Interview with two English teachers, NH and NL, provided deep insights into the strategies they use to reduce students' anxiety in English speaking. The interview consisted of ten primary questions for teachers, along with additional supporting questions related to the teacher's strategies for reducing students' anxiety in English speaking. Each interview session with the respondent lasts approximately 20 to 30 minutes. Subsequently, participants were labeled as follows: NH for teacher 1, NL for teacher 2.

4.1.1 Identification the Root Causes of Students' Speaking Anxiety

Based on the data gathered from interviews and observations with two teachers, NH and NL, the causes of student anxiety in English speaking can be categorized into three primary factors from the teachers' perspective: (1) Linguistic Factors, such as a lack of vocabulary, grammar, and pronunciation mastery; (2) Psychological Factors, including fear of mistakes, criticism, and the pressure to perform perfectly; and (3) Environmental Factors, encompassing classroom dynamics, peer support, and limited opportunities for practice.

4.1.1.1 Linguistic Deficits

The most frequently cited cause of anxiety is students' lack of foundational language skills. This creates a fundamental insecurity that makes the act of speaking daunting, as students feel they lack the necessary tools to express themselves correctly and be understood.

As explained by (NH): NH provided a comprehensive breakdown of the linguistic hurdles her students face. She identified that a primary issue is *limited vocabulary*, "which is compounded by the problem of passive

knowledge. Even when students are introduced to new words, the "*lack of practice*" prevents this vocabulary from becoming active knowledge. This means students may recognize a word but cannot recall and use it spontaneously in conversation. Furthermore, she highlighted significant challenges with *pronunciation*", as English spelling does not always correspond to its sound," making students fearful of sounding foolish. Finally, their restricted "*grammar knowledge*" often limited to basic tenses like simple present and simple past severely hinders their ability to "construct proper sentences." This linguistic gap forces them into a pattern of "direct translation from Indonesian into English," which often results in grammatically inaccurate structures and increases their fear of making mistakes. For NH's students, anxiety is a direct result of feeling linguistically unprepared and insecure.

While NL did not delve as deeply into the specific grammatical aspects, her observations align with the core issue of linguistic deficiency. She noted that students who lack the necessary linguistic capabilities often "*think in extremely quiet voices*" or choose to "*remain passive*." The fear of being unable to articulate thoughts properly leads to a complete withdrawal from speaking activities. Her strategy of using speaking cards is a direct response to this, providing a scaffold that reduces the cognitive load of generating ideas and sentences from scratch. For NL's students, the anxiety stems from the overwhelming feeling of not having the words or structures to participate, leading to silence as a defense mechanism.

Overall, both teachers confirm that a weak command of vocabulary, pronunciation, and grammar creates a cycle of anxiety. Students avoid speaking because they fear making errors, and this avoidance, in turn, prevents them from practicing and improving, thereby reinforcing their linguistic insecurities.

4.1.1.2. Personality Factors

The data substantiate the influence of stable personality factors operationalized here as traits of shyness, introversion, and low confidence on the development of speaking anxiety. This relationship is evident even when controlling for linguistic proficiency, indicating that anxiety is not merely a function of skill deficit but is significantly mediated by an individual's affective predisposition. This finding aligns with trait theory in psychology and underscores the role of the "affective filter" in second language acquisition, suggesting that pedagogical interventions must address these internal, psychological constructs alongside linguistic training.

As explained (NH): NH directly linked anxiety to student character, stating; *There are many different characters in class... some may be extroverted and confident... but there are also who might actually be capable but are too shy to show their abilities.* This observation is crucial, as it highlights that anxiety is not always tied to a lack of skill; often, capable students are silenced by their own shyness.

She provided a detailed behavioral profile of these anxious students, describing a pattern of avoidance and passive participation. According to NH, when an interactive activity is initiated, these students do not engage voluntarily. Instead, they *only observe,* positioning themselves as spectators rather than participants. Their communication, if it occurs at all, is kept safe and private, as they *answer only to the friend next to them,* avoiding the perceived risk of public speaking. Ultimately, their participation is almost entirely reactive; they will only speak *when we invite them to,* meaning they rely on the teacher's direct prompting to overcome their initial reluctance.

NH also illustrated this dynamic with a concrete example from her teaching experience, recalling *a student who was extremely quiet student*

who spoke in a soft voice."This case exemplifies how anxiety manifests physically and audibly in the classroom. The student's quiet voice is a direct symptom of their lack of confidence and fear of being heard and by extension, judged.

As explained by (NL): NL's observations closely aligned with those of her colleague, confirming that personality traits are a primary source of student anxiety. She noted that in any given class, quieter students consistently *tend to remain passive*" during speaking activities. When a general opportunity to speak is presented, these individuals visibly display *reluctance or hesitation*"instead of volunteering. A particularly telling behavior she identified occurs when a teacher directly addresses them. In such moments, students often react by *"lowering their heads"* and *"avoiding any eye contact."* This non-verbal withdrawal is a classic manifestation of anxiety-driven avoidance, signaling an attempt to minimize social exposure and perceived evaluative threat in a high-stakes classroom interaction.

NL interpreted this specific action as a deliberate, self-protective effort "in an attempt to avoid being noticed" and called upon. This non-verbal cue is a powerful physical manifestation of the internal anxiety they are experiencing. It serves as a clear and universal indicator of profound shyness operating within the classroom. Furthermore, this consistent avoidance behavior points toward a deeper issue of low self-confidence in their language abilities. NL therefore understood that this was not mere disobedience but a symptom of their fear.

4.1.1.3. Environmental Factors

Beyond internal student characteristics, the data strongly indicates that external, situational factors play a critical role in heightening or mitigating speaking anxiety. Elements such as class timing, classroom atmosphere, and curriculum pressure were identified as having a direct and measurable

impact on students' psychological readiness and willingness to engage in English speaking.

As observed in NH Class:

The observation of NH's class provided a stark, real-time example of how environmental conditions can override pedagogical efforts. The session was strategically noted as being held *during the final period* of the school day. This specific timing had a profound effect, resulting in a classroom atmosphere that was explicitly described as *less conducive to effective learning*. "The physical and mental state of the students was visibly compromised; the observer recorded *"noticeable fatigue and diminished participation among the students, many of whom appeared disengaged and drowsy."* This collective lethargy created a palpable barrier to interaction. When students are physically and mentally drained, the cognitive demand of formulating thoughts in a foreign language feels insurmountable, thereby directly exacerbating feelings of anxiety and reinforcing their instinct to withdraw and remain silent.

While NL further corroborated the influence of environmental stressors, though from a slightly different angle related to academic pressure. She noted that student anxiety is *"especially apparent at the final class level,"* where they are confronted with *"the extensive material requiring them to communicate in English."* This volume of required speaking practice itself becomes an environmental stressor, leading to widespread *"hesitation or reluctance in expressing their opinions."* Therefore, the scheduling of these subjects may also become a source of anxiety for students' who do not typically speak a foreign language in the classroom.

4.1.2 Strategies Used by Teachers' and Their Implementation

Based on the data collected from interviews and observations, several prominent strategies employed by the teachers at MTsN Al-Manar to mitigate students' anxiety in English speaking were identified. These strategies and their implementation are elaborated upon below:

4.1.2.1 Strategy: Building a Supportive and Rapport-Based Classroom Environment

A foundational strategy identified in this study is the conscious effort by the teacher to build a supportive classroom environment grounded in positive rapport. This approach is predicated on the understanding that students' emotional well-being is intrinsically linked to their willingness to participate in high-anxiety activities like speaking a foreign language. When students feel personally seen and psychologically safe, their affective filter a mental barrier that impedes language acquisition when anxiety is high is lowered, thereby facilitating more confident communication.

This strategy was explicitly articulated by Teacher NH stated, "*One effective approach has been to build rapport with students through informal conversations about their studies before the formal lesson begins. This allows the teacher to identify students who tend to be passive due to shyness or fear. Usually I invite them to participate by calling their name while addressing the whole class. Such a strategy helps students feel included without being overly singled out, which reduces feelings of discomfort.*"

Teacher NH operationalizes this strategy through two primary, interconnected methods. The first is the implementation of *pre-lesson informal chats*. Before commencing with the formal curriculum, the teacher dedicates time to engage students in casual conversations. This practice serves a dual purpose: it establishes a personal connection that

transcends the traditional teacher-student dynamic, and it functions as a diagnostic tool to identify individuals who appear withdrawn or anxious. By demonstrating a genuine interest in their lives, the teacher fosters a classroom climate that feels safer, thereby reducing the initial apprehension students may bring to the class.

The second method is the use of *name-based, low-pressure invitations*. Recognizing that direct, public solicitation can trigger anxiety, the teacher skillfully incorporates students' names into general questions directed at the entire class. This technique provides a personal acknowledgment that makes the student feel valued, yet the invitation is framed within a group context, diffusing the intense pressure of being put directly on the spot.

Although not explicitly stated in her interview, a supportive atmosphere was also cultivated in NL's class. The observation data noted that she provided *individual assistance* to students facing difficulties, moving closer to offer clarification. This action builds rapport by demonstrating personalized support. Furthermore, her method of delaying correction and offering *collective, appreciative feedback* contributed to a less threatening learning environment, aligning with the overall goal of reducing student anxiety through psychological safety. The efficacy of this overarching approach is corroborated by the observation data for Teacher NH, which noted that her communicative and inclusive approach successfully fostered a learning atmosphere where students were encouraged to share their opinions.

4.1.2.2 Strategy: Implementing Interactive and Game-Based Learning

A prominent strategy observed in this study involves the use of interactive and game-based learning to reframe speaking activities from formal, high-stakes assessments into dynamic and engaging experiences. This pedagogical shift is crucial for anxiety reduction, as it redirects the

student's focus from the fear of linguistic accuracy (e.g., perfect grammar and pronunciation) to the goal of task completion and participation. By embedding language practice within the structure of a game or a simulated scenario, the psychological pressure on the learner is significantly diminished, creating a safer space for linguistic experimentation and output.

Both teachers explicitly endorsed this strategy, though they emphasized different interactive formats. Teacher NH stated:

*My teaching strategies involves **interactive activities**, using games 'snowball throwing' where catching the ball requires a student to answer a question. **Practical Assignments**, were I Implementing dialog practice, presentations, and role-playing exercises."*

This highlights a deliberate blend of spontaneous games and structured performance tasks.

In a complementary manner, Teacher NL also described implementing *interactive, student-centered activities*. While her primary example was group discussion, she also detailed a specific game-like strategy to maintain engagement during challenging times, stating; *To create a more engaging classroom atmosphere and prevent students from becoming drowsy during the final hour of study, a game activity similar to 'Work dress' was introduced... This strategy was intended to maintain students' alertness and stimulate their curiosity.*"This indicates that for Teacher Nova Linda, interactive games serve a dual purpose: reducing anxiety and combating fatigue to facilitate learning.

The implementation of this strategy can be analyzed through two distinct yet complementary approaches, as demonstrated by the two teachers. First, Teacher NH's approach utilizes what can be termed *Anxiety-Diffusing Game Mechanics*. The implementation of a game like

"snowball throwing" is particularly effective. The random chance inherent in catching the ball removes the element of personal targeting; a student speaks not because they were deliberately chosen by the teacher, but because the mechanics of the game selected them. This randomness effectively lowers what is known as "anticipation anxiety." The cognitive focus shifts from "I must form a perfect sentence" to "I need to catch the ball and then answer," making the act of speaking an organic consequence of play rather than a performance. Furthermore, her use of *Simulated Practice* through role-playing and dialogues provides a layer of psychological protection. When students adopt a role, they are not speaking as themselves, which reduces the fear of personal judgment and embarrassment. Mistakes can be attributed to the character, thereby insulating the student's own identity and self-esteem.

Second, Teacher NL's approach demonstrates the use of *Task-Oriented Interactive Structures*. Her implementation of the "Find Someone Who..." activity, as observed, and the described "Work dress" game, functions by creating a clear, objective-driven task. In these activities, the primary goal for students is to find information, match images to text, or complete a worksheet. The use of English becomes a tool to achieve this goal, rather than the goal itself. This key distinction is vital for reducing anxiety.

4.1.2.3 Strategy: Utilizing Structured Speaking Aids (e.g., Speaking Cards)

A key challenge for anxious language learners is the "blank page syndrome" the paralyzing fear of not knowing what to say or how to begin. To combat this, the implementation of structured speaking aids, such as topic cards, provides essential scaffolding that lowers the cognitive and affective barriers to speech. These tools function as a conversational crutch, offering external support that allows students to channel their mental energy into forming language rather than generating ideas under pressure.

NL stated:

“ I make use of a strategy involving speaking cards, which contain various topics for students to select... After several applications of this approach, students who were initially reluctant gradually become willing to speak in front of the class, even if their voices remain soft.”

She further detailed its flexible use as a warm-up activity, noting; *This activity is frequently conducted at the beginning of the lesson as a brief 'one-minute talk' designed to stimulate students to speak.”*

While NH did not explicitly mention speaking cards, her approach shared the underlying pedagogical principle of *providing initial language support* to reduce anxiety. Her strategy, however, was more verbal and situational. Such as, she mentioned *giving them the keywords at the beginning of the lesson* as a way to build confidence. This practice serves a similar purpose to speaking cards: it equips students with essential vocabulary, thereby reducing the cognitive load and fear of being unable to express themselves. The difference lies in the medium; one uses a physical card for preparation, while the other provides verbal keywords as a foundation for interaction.

The implementation of structured speaking aids, as masterfully demonstrated by NL, can be broken down into two critical components that directly target the sources of speaking anxiety. First, *the strategy Provides a Clear and Predictable Framework*. The physical speaking card acts as a tangible guide, eliminating the immense stress of topic selection and idea generation on the spot. For an anxious student, the question "What should I talk about?" can be more daunting than the act of speaking itself. By handing them a card with a defined topic, the teacher removes this initial hurdle. This structures the student's thinking, allowing them to focus their cognitive resources on a single, manageable task: formulating sentences related to the given prompt. This reduction in cognitive load is

vital, as it frees up mental capacity that would otherwise be consumed by anxiety, enabling the student to access the language they already possess.

Second, the implementation is strategically designed around the principles of *Short, Frequent, and Low-Stakes Practice*. Framing the activity as a "one-minute talk" is a deliberate and psychologically astute move. The brief time limit defines a clear and achievable finish line, making the task feel manageable even for the most hesitant learners. It signals that perfection is not expected; the goal is simply to sustain speech for a short period. Furthermore, NL's practice of using the cards irregularly but consistently" sometimes used once a month and at other times twice a month" was crucial. This repeated, low-stakes practice is essential for desensitization. The data confirms the efficacy of this approach, showing that students who were initially reluctant began to speak, however softly, after several sessions. This indicates a gradual breaking down of the affective filter, where the safety of the structure allowed their latent ability to slowly emerge. Over time, this consistent practice builds what is known as "automaticity," making the act of speaking feel more natural and less fraught with fear.

4.1.2.4 Strategy: Fostering Collaborative Learning through Group Work

A significant challenge in language teaching is overcoming the isolation and performance anxiety that individual speaking tasks can induce. For students who lack confidence due to linguistic deficits or general shyness, the prospect of speaking alone in front of their peers and the teacher can be a significant barrier. Collaborative learning, specifically through structured group work, is a powerful strategy to dismantle this barrier by transforming the classroom from a competitive arena into a supportive community.

NL stated :

"Group discussion tends to be more effective than pair work... In group discussions, each student within the group is required to contribute their opinion regarding the material to be studied."

The implementation of group work as an anxiety-reduction strategy is not haphazard; it is a carefully orchestrated pedagogical technique that functions through several key mechanisms, as detailed by NL and confirmed through observation. The implementation involves the strategic formation of *Small, Managed Group Sizes*. NL specifically limits groups to "3-4 members," noting that larger groups "are generally less effective." This size is critically important. A group of three or four is small enough to maintain individual accountability; in such a setting, a student cannot easily "hide" or remain completely silent without being noticed by their peers. This gentle peer pressure encourages participation.

Conversely, the group is large enough to distribute the cognitive and performance burden. The "spotlight" is diffused among several individuals, making the act of speaking feel less like a solo performance and more like a team contribution. This directly reduces the intimidation factor associated with addressing the entire class alone. Within the group, students are not left to struggle alone. As observed in NL's class, students "worked collaboratively on their tasks and actively exchanged ideas within their groups." This collaborative process allows for natural scaffolding; stronger students may model language for weaker ones, and all students can rehearse their ideas, receive immediate informal feedback, and negotiate meaning in a low stakes setting before presenting to the whole class. The observation data confirmed that students showed more enthusiasm when presenting as a team because the focus shifted from the individual's performance to the *collective output* of the group. This shared responsibility mitigates the fear of personal failure, as any mistake is absorbed by the group effort, and success is a collective achievement.

In conclusion, through the deliberate structuring of small, collaborative groups, this strategy effectively uses the power of peer support to create a "safe zone" for language practice. It directly addresses anxiety by reducing the sense of isolation, providing opportunities for rehearsal and support, and reframing speaking as a collaborative task rather than an individual test, thereby enabling students with linguistic insecurities to find their voice.

4.1.2.5 Strategy: Providing Delayed and Supportive Feedback

The manner in which corrective feedback is delivered is a critical factor in either alleviating or exacerbating student anxiety in the language classroom. For learners already struggling with self-confidence, immediate and direct public correction can be perceived as a form of punishment, reinforcing their fear of making mistakes and leading to increased reticence. Both teachers demonstrated a strong, conscious approach to this strategy, emphasizing the timing and tone of their feedback.

NH stated:

"Feedback is generally given after the presentation or after all groups have performed, in order to evaluate and summarize their errors."

NL stated:

"The primary intention is not to directly highlight the errors, but rather to motivate students so that they remain willing to participate in future activities."

This strategy is implemented through *Activity Correction*, where teachers deliberately delay feedback until after a performance is complete. This approach avoids interrupting students mid-sentence, which could shatter their confidence and disrupt fluency. By separating the act of communication from correction, it protects the student's sense of accomplishment in the moment. This method prioritizes the ability to

convey a message over immediate grammatical accuracy. Consequently, it creates a safer environment that encourages students to take speaking risks.

The feedback itself is characterized as *Collective and Appreciative*. Teachers generalize corrections to address the entire class, which effectively depersonalizes any individual's mistake. Furthermore, they consistently lead with positive reinforcement, acknowledging student effort before noting errors. This practice directly rewards the behavior of speaking itself, making students more willing to participate again. This supportive approach systematically builds trust and gradually reduces speaking anxiety over time.

4.1.2.6 Strategy: Creating an English-Immersion Environment

This approach aims to establish English as a normal mode of communication within the classroom. It is based on the idea that language is best acquired through frequent and meaningful exposure. By consistently using English, the teacher seeks to lower students' anxiety and self-consciousness. This method helps transition English from a subject to be memorized into a practical tool for interaction. The ultimate goal is to foster spontaneous use and build implicit understanding.

NH, stated:

"When delivering instructions or explaining material, English should be used more dominantly."

She proposed a specific balance, leaning heavily towards English at a 75% to 25% ratio compared to Indonesian. This creates a learning environment rich in exposure, which helps students become more familiar with the language. Consequently, this familiarity reduces their fear of making mistakes when speaking or writing. Over time, this supportive atmosphere gradually builds their confidence to use English actively.

This is a long-term strategy focused on normalizing the English language for students. The teacher brings this to life through two key, interconnected methods in the classroom. The first method involves the teacher consistently modeling English for most classroom communication. The second method aims to reduce the psychological "strangeness" or intimidation factor of the language. Together, these actions transform the classroom into a space where English is lived and not just studied.

- a. Consistent Modeling: The teacher implements this by using English for about 75% of all classroom interactions. This provides students with constant, comprehensible input in a meaningful context. Such sustained exposure helps attune their ears to the sounds and rhythms of English. It also serves as a live demonstration of grammar and vocabulary in action. Therefore, students subconsciously absorb linguistic patterns, building a foundation for their own use.
- b. Reducing the "Strangeness": This method addresses the emotional barriers that often hinder language learning. By making English the primary tool for interaction, it ceases to be just a foreign subject. This daily use makes the language feel more normal and less intimidating for the students. That growing familiarity allows them to develop an implicit, intuitive grasp of how English works. This foundational comfort is essential for building genuine confidence and motivating students to participate.

4.1.3 Categorization of Strategies into Pedagogical Approaches

The strategies implemented by the teachers can be effectively categorized into two major pedagogical approaches:

4.1.3.1 Interactive Learning Approach

This approach focuses on creating a dynamic and student-centered classroom environment where students learn by doing and actively interacting with their peers. Its primary goal is to lower the affective filter, a psychological barrier of anxiety that can block language acquisition, by

making the learning process fun and collaborative. By structuring activities around group participation, this method directly reduces the common fear of solo performance and the embarrassment of making mistakes in front of the entire class. Students are encouraged to focus on communicative success rather than on perfect grammatical accuracy, which fosters a more supportive atmosphere. Ultimately, this philosophy builds students' confidence gradually, empowering them to use the language more freely and creatively.

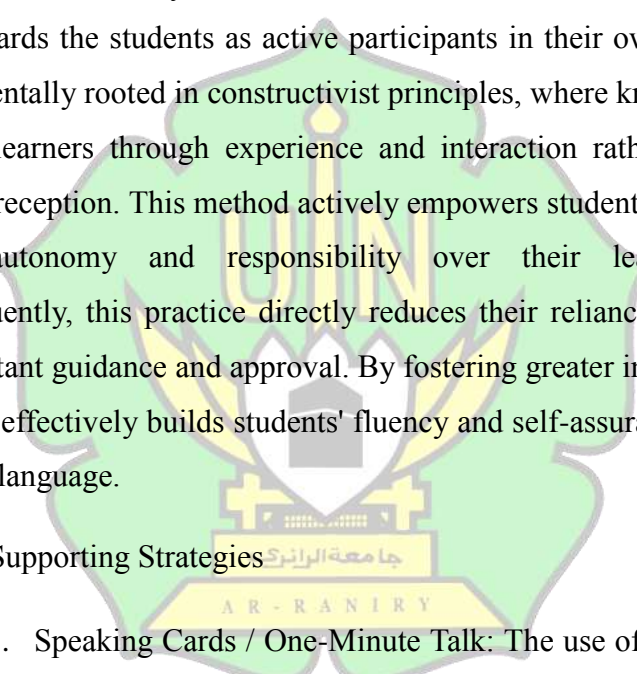
a. Supporting Strategies

1. Snowball Throwing Game: The Snowball Throwing game is a dynamic technique that falls squarely under the umbrella of interactive learning, leveraging physical activity to enhance engagement. As observed in practice, it effectively transforms a routine question-and-answer session from a stressful, teacher-led interrogation into an exciting and unpredictable game. This gamification of learning significantly boosts participation, particularly among quieter or more anxious students who might otherwise hesitate to speak. The playful nature of throwing paper "snowballs" breaks down formal classroom barriers and introduces an element of fun that reduces self-consciousness. Consequently, students become more focused on the activity itself, allowing language practice to occur in a more natural and low-pressure context.
2. Role-Play: Role-play is a powerful interactive technique that allows students to practice the target language within a simulated, yet meaningful, real-world context. This strategy intentionally shifts the primary focus of the activity from strict grammatical accuracy to the broader goal of successful communication and understanding. By assuming a character or a specific scenario, students feel a sense of psychological distance from their own mistakes, which helps to lower their

inhibitions. This repeated practice in a supportive setting is crucial for building the fluency and automaticity that underpin genuine language confidence. Through these exercises, students learn to negotiate meaning and express ideas, thereby seeing English as a practical tool rather than just an academic subject.

4.1.3.2 Students-Centered Learning Approach

This approach represents a significant pedagogical shift, moving the classroom focus away from the teacher as the sole knowledge-provider and towards the students as active participants in their own learning. It is fundamentally rooted in constructivist principles, where knowledge is built by the learners through experience and interaction rather than through passive reception. This method actively empowers students by giving them more autonomy and responsibility over their learning process. Consequently, this practice directly reduces their reliance on the teacher for constant guidance and approval. By fostering greater independence, the strategy effectively builds students' fluency and self-assurance in using the English language.

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- a. Supporting Strategies
 1. Speaking Cards / One-Minute Talk: The use of Speaking Cards for a One Minute Talk is a powerful technique that grants students significant agency within a structured framework. It empowers them by allowing a degree of choice, such as selecting a topic that interests them personally from a set of options. This activity specifically encourages spontaneous, unrehearsed speech, moving beyond memorized dialogues or scripts. Crucially, the strategy places the primary responsibility for initiating and sustaining talk directly onto the student, making them the active driver of their learning. However, this

is done within the supportive structure of a time limit and a prompt, which provides enough security to build confidence.

2. **Facilitator Role and Student Deduction:** Having students deduce lesson topics and provide their own examples is a classic student-centered technique that deepens cognitive engagement. Instead of directly lecturing, the teacher acts as a facilitator who poses guiding questions to lead students to discover key concepts themselves. This process makes students feel that their pre-existing knowledge and their ideas are valued and integral to the learning process. As a result, this validation significantly increases student engagement and investment in the lesson's outcome. This active involvement is key to reducing classroom passivity and fostering a more dynamic learning environment.
3. **Group Work and Discussion:** Group work is a fundamentally student-centered strategy that reconfigures traditional classroom dynamics by prioritizing peer to-peer interaction. As observed, the teacher consciously acted not as a central authority figure but primarily as a listener and a guide who circulated among the groups. This role allowed the students to take full charge of their small group discussions and the planning of their presentations. Within these small groups, students feel a greater sense of safety to experiment with language and negotiate meaning with their peers. This collaborative process naturally builds communicative competences and shared ownership over the learning outcomes. This dynamic aligns with the principles of sociocultural theory, wherein collaborative dialogue and scaffolding within the zone of proximal development are fundamental to internalizing new linguistic and pragmatic skills.

4.2 Discussion

This section provide the findings from MTsN Al-Manar with existing theories. The purpose is to explain the data based on what has been discussed in previous literature. In this way, this section demonstrates the reasons why the strategies found are effective and how these strategies help us gain a deeper understanding of how to reduce speaking anxiety (FLSA). The findings indicate that students at MTsN Al-Manar, even though they are in a boarding school with a mandatory English language policy, still experience significant speaking anxiety stemming from linguistic deficits, personality factors, and environmental pressures. This aligns with the paradox noted by Zheng & Zhou (2023), who found that even in language-rich environments, affective barriers can still persist if not explicitly addressed by pedagogical practices, thus reinforcing the need for the multifaceted intervention strategies proposed by Sari & Novianti (2023).

The foundational strategy of building a supportive and rapport-based classroom environment proved paramount. Teacher NH's efforts to build rapport and create psychological safety are directly supported by Dewaele et al. (2023), who empirically linked low-anxiety classroom environment to an increased willingness to communicate. By lowering the affective filter a concept central to understanding language acquisition barriers the teachers created a precondition for all other strategies to be effective. This directly addresses the crucial role of the teacher, as stated in the introduction, in establishing a "secure classroom climate where students feel safe to express themselves without fear of reproach for linguistic errors." Furthermore, the use of interactive and game-based learning, alongside collaborative group work, proved highly effective. The success of activities like "Snowball Throwing" and role-plays can be explained by their alignment with interactive learning principles and Vygotsky's sociocultural theory. These activities, as Lee & Huang (2021) confirmed, reduce the "spotlight effect" and lower FLSA by making communication a fun, collaborative goal rather than an individual performance, thereby directly reducing the "fear of solo performance" initially identified as a key problem.

Moreover, the strategy of utilizing structured speaking aids, such as speaking cards for a "One-Minute Talk," directly addressed the students' linguistic deficits and cognitive overload. This is a clear example of scaffolding, providing the temporary support learners need to accomplish tasks they cannot yet do independently. This practice builds automaticity and fluency, which Tavakoli & Wright (2020) identify as critical for reducing hesitancy. By providing a clear framework, these aids mitigated the "blank page syndrome," allowing students to focus on fluency first and accuracy second, an approach strongly supported by Satriani et al. (2022) in the Indonesian context. Finally, the approach of providing delayed and supportive feedback was crucial for maintaining a positive climate. This strategy directly counters the "apprehension about phonological and grammatical inaccuracies" noted in the background. By depersonalizing and delaying correction, the teachers reframed mistakes as natural "milestones in the learning journey," a concept emphasized in the literature review. This constructive approach protects the learner's self-esteem and motivation, which is essential for sustaining long-term engagement and reducing the "fear of negative evaluation" (Horwitz et al., 1986).

A significant outcome of this study is its contribution to understanding how to bridge the gap between informal language use and formal academic speaking in an immersive boarding school. The English-immersion environment strategy, with its 75% English usage, directly operationalizes the principle of "comprehensible input." However, as the findings show, immersion alone is insufficient. The teachers' conscious integration of the pedagogical strategies provided the necessary scaffolding and affective support to help students transfer confidence from casual settings to academic tasks. This directly addresses the research gap identified in the introduction regarding the lack of empirical research on instructional approaches that successfully transfer students' confidence in such settings. The strategies employed by Teachers NH and NL thus serve as a practical model for how pesantren and similar institutions can make their immersive policies more pedagogically effective and psychologically supportive, ensuring that the potential of the boarding school environment is fully leveraged.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

This study reveals that speaking anxiety among EFL students at MTsN Al-Manar is a complex and multifaceted issue. It arises from the interaction of several factors, including linguistic limitations (such as restricted vocabulary, grammatical inaccuracy, and pronunciation difficulties), personality factors (such as shyness, introversion, and fear of negative judgment), and environmental conditions (including classroom atmosphere and student fatigue). These factors jointly contribute to different levels of anxiety among students, depending on the unique characteristics and dynamics of each class. Therefore, speaking anxiety should be viewed not as a fixed condition, but as a dynamic and context-dependent phenomenon that varies across learners and situations.

Understanding these diverse sources of anxiety provides valuable insight into how speaking anxiety operates in real classroom contexts. The study shows that anxiety is not a static condition but rather a dynamic and context-dependent state that varies among individuals and across different class settings. For instance, some students may feel more confident when interacting in smaller groups, while others become more anxious when required to perform individually. Hence, teachers must recognize that each class has its own “emotional climate,” and successful teaching requires adapting strategies to fit these unique classroom dynamics.

In response to these challenges, the teachers involved in this research implemented a set of holistic and pedagogically sound strategies that addressed both the emotional and cognitive needs of their students. Their primary focus was to create a psychologically safe learning environment, where students felt accepted, respected, and free from ridicule. This safe space reduced students’ affective filters lowering anxiety levels and enabling greater participation.

Through this supportive atmosphere, learners became more willing to take risks in speaking, even when their language accuracy was not yet perfect.

A significant aspect of these teaching practices was the use of structured and collaborative activities that functioned as effective scaffolds. Techniques such as games (snowball throwing), role-plays, group discussions, and speaking cards were not merely entertaining but also pedagogically meaningful. These activities provided a balance between structure and flexibility, allowing students to express themselves in low-pressure settings. In addition, collaboration with peers reduced the sense of isolation and fear of being judged, making the speaking process more natural and enjoyable.

Another key element contributing to anxiety reduction was the teachers' strategic feedback management. The teachers showed strong pedagogical judgment in differentiating between immediate and delayed feedback. During fluency-focused tasks, they deliberately postponed corrections to preserve the natural flow of communication, whereas in accuracy based exercises, they offered direct yet gentle corrections to refine students' linguistic output. This balance ensured that feedback served as both a learning tool and a motivational reinforcement rather than a source of embarrassment. Consistent positive reinforcement such as verbal praise, smiles, and encouraging remarks further strengthened students' confidence and willingness to participate.

As a result of these combined strategies, students demonstrated noticeable improvements over time. They became more active in classroom interactions, showed greater confidence in expressing ideas, and exhibited a reduction in avoidance behaviors such as refusing to speak or staying silent during discussions. The findings suggest that the integration of emotional support, communicative practice, and pedagogical flexibility leads to gradual but meaningful progress. Anxiety reduction is therefore not an instant outcome but a continuous developmental process fostered by empathetic and consistent teacher intervention.

In light of this, the findings affirm that reducing students' speaking anxiety requires a comprehensive and empathetic teaching approach that goes beyond language correction. It must address the cognitive, affective, and social dimensions of learning simultaneously. When teachers establish a classroom culture grounded in trust, support, and collaboration, students are more likely to take risks, overcome their fear of mistakes, and gradually build both competence and confidence in speaking English. Ultimately, this study highlights that the most effective teaching is not only about transmitting knowledge but also about nurturing emotional resilience and communicative courage among learners.

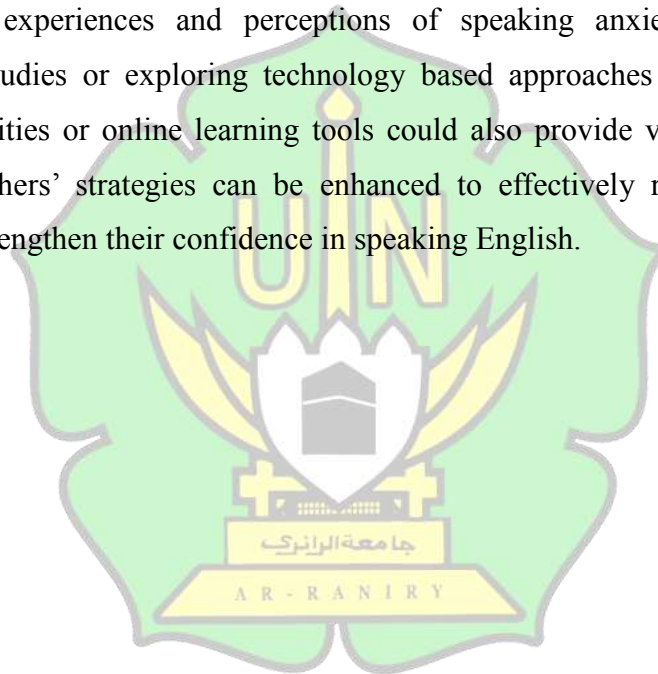
5.2 Suggestions

Based on the findings and conclusions of this study, several recommendations are proposed for teachers, educational institutions, and future researchers in order to further enhance efforts to reduce students' speaking anxiety in English as a Foreign Language (EFL) classrooms. These suggestions are drawn from both the observed classroom practices and the pedagogical implications identified during the research process. For teachers, it is important to apply anxiety-reducing strategies consistently through student-centered learning. Collaborative activities such as group discussions, peer dialogues, and games can create a relaxed atmosphere that encourages participation. Teachers are also advised to adjust their feedback according to the learning goal: immediate and gentle correction for accuracy-based tasks, and delayed feedback for fluency-focused activities.

For educational institutions and policymakers, continuous support is essential. Schools should provide professional development programs that raise teachers' awareness of affective factors in language learning and help them manage classroom anxiety more effectively. Institutions are also encouraged to maintain manageable class sizes and provide teaching resources, such as speaking cards or role-play materials, that foster low-anxiety speaking practice.

However, this study is still far from perfect and has certain limitations that should be acknowledged. It was conducted in a single school with a limited number of participants, which may affect the generalizability of the findings. The data were mainly gathered from teacher interviews and classroom observations, so students' perspectives were not explored in depth. Therefore, the results should be interpreted within this context, and future research is needed to provide a broader understanding of speaking anxiety among EFL learners.

Considering these limitations, future researchers are encouraged to include a wider range of participants and to incorporate students' viewpoints to better capture their experiences and perceptions of speaking anxiety. Conducting longitudinal studies or exploring technology based approaches such as digital speaking activities or online learning tools could also provide valuable insights into how teachers' strategies can be enhanced to effectively reduce students' anxiety and strengthen their confidence in speaking English.



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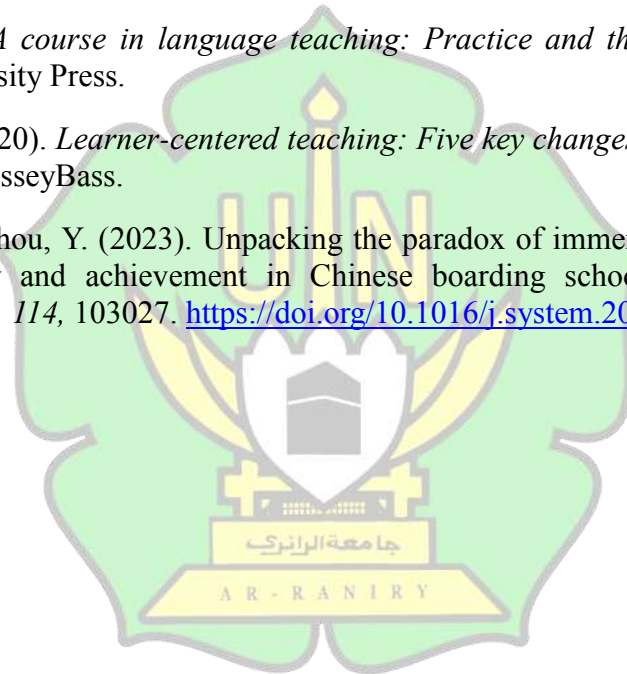
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APPENDICES

A. Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 801 TAHUN 2025

TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA DENGAN RAHMAT TUHAN YANG MAHA ESA

- DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**
- Menimbang**
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat**
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Krnk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN**
- Menetapkan** Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** Menunjuk Saudara **Prof. Habiburrahim, S.Ag., M.Com., MS., Ph.D**
- Untuk membimbing Skripsi
- Nama : **Zaiyana Alfia**
NIM : **210203126**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Teachers' Strategies for Reducing Students' Anxiety in English Speaking**
- KEDUA** Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.
- KEEMPAT** Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA** Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di Banda Aceh
Pada tanggal 16 Juni 2025
Dekan,


Saiful Muluk

Tembusan

- Salinan Kementerian Agama RI di Jakarta
- Uraian Pendidikan Islam Kementerian Agama RI di Jakarta
- Direktor Pengajaran Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh
- Kepala Bagian Keuangan dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh
- Tang Beresangkutan
- Asip



B. Recommendation letter to conduct field research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-5501/Un.08/FTK.1/TL.00/07/2025
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Kantor Kementerian Agama Kota Banda Aceh
2. Kepala MTsN Al Manar Kabupaten Aceh Besar


Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : ZAIYANA ALFIA / 210203126
Semester/Jurusan : VI / Pendidikan Bahasa Inggris
Alamat sekarang : B.aceh - medan Lampoh pandak Santan

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Teachers' Strategies for Reducing Students' Anxiety in English Speaking**

Banda Aceh, 27 Juli 2025
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Berlaku sampai : 29 Agustus 2025

C. Certificate of Research Completion



KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH SWASTA AL-MANAR
KECAMATAN KRUENG BARONA JAYA
NSM: 121211060015 | NPSN: 10114383
Jln. Blang Bintang Lama | Gampong Lampermai | Kode Pos: 23371
Telp. 7126361 | Email: mtssalmanar2016@gmail.com
ACEH BESAR

SURAT KETERANGAN TELAH MENELITI

Nomor: Mts. 01.04.023/106/XII/2025

Kepala Madrasah Tsanawiyah Swasta Al-Manar Lampermai Cot Irie, Krueng Barona Jaya, Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini:

Nama : Zaiyana Alfia
NIM : 210203126
Tempat/tgl.Lahir : Aceh Besar/ 12 Desember 2003
Prodi : Bahasa Inggris
Semester : IX (Sembilan)
Universitas : UIN Ar-Raniry Banda Aceh

Adalah benar telah mengadakan penelitian pada Madrasah Tsanawiyah Swasta Al-Manar Lampermai Cot Irie Kabupaten Aceh Besar, yang berjudul: **“TEACHER’S STRATEGIES FOR REDUCING STUDENT’S ANXIETY IN ENGLISH SPEAKING”** pada tanggal 31 Juli 2025 dalam rangka mengumpulkan data-data sebagai syarat penulisan Skripsi.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Lampermai, 17 Desember 2025
Kepala Madrasah

Enri Maulidi, S.Pd.I., Gr., M.Ag.
NIP: -

D. Research Documentation





E. Interview Protocol

Name : Zaiyana Alfia
Nim : 210203126
Tittle of thesis interview : Teachers' Strategies for Reducing
Students' Anxiety in English Speaking.

1. Please tell me a little bit about yourself.
2. In your experience teaching English, do you regularly recognize students who are feel anxiety to speak in English?
3. What specific student behaviors are causing anxiety during speaking English in the class?
4. Could you please describe the strategies that you typically use to help students feel more confident in English speaking?
5. Do you use any specific approaches (such as games, pair work, or role play) to reduce student anxiety?
6. Have you ever adjusted your teaching methods to accommodate students who seemed anxious? What are some examples of this?
7. In your opinion, how effective are the strategies you use in reducing student anxiety?
8. Are there any changes in students' attitudes or improvements in their abilities after the strategies are implemented?
9. How do you create a classroom atmosphere that supports students to not be afraid of making mistakes when speaking?
10. Do you provide direct feedback? How do you deliver it without putting the students feel pressured?

F. Observation Protocol

Title : Observation checklist

Purpose : To observe the teaching strategies used by teachers' and students' anxiety related behaviours during English speaking activities.

Teacher's Strategies Checklist

No	Observed Strategies	yes	No	Notes
1	The teacher uses ice-breaking or warm-up activities to start the lesson			
2	The teacher encourages students to speak without fear of making mistakes			
3	The teacher applies group or pair work during speaking activities			
4	The teacher avoids correcting mistakes harshly in front of the class			
5	The classroom atmosphere is relaxed and supportive			
6	The teacher gives positive reinforcement when students try to speak			
7	The teacher uses a variety techniques to motivate anxiety students			

Students Checklist

No	Observed Behaviour	Yes	No	Notes
1	Students look anxious or nervous when asked to speak English			
2	Students actively participate in speaking			

	activities			
3	Students work together with their friends when speaking in groups/pairs			
4	students seem to enjoy speaking activities (games, role play, etc.)			
5	students are not afraid to make mistakes when speaking in front of the class			

G. Interview Script

Name : Nadhiratul Husna

Day/Date : Thursday, 31/7/2025

Time : 10.30-11.05

Place : MTsN Al-Manar third grade

Topic : Teachers' Strategies for Reducing Students' Anxiety in English Speaking

1. Please tell me a little bit about yourself?

➤ My name is Nadhiratul Husna, commonly called ustadzah Nadhira. I have been teaching properly since 2017, but in 2017 I still in college. Graduating in 2021 and I have continued at Al-Manar until now. So during my time at Al-Manar, perhaps in the early stages of teaching I not only taught basic English but also taught Arabic. Afterwards, I focused on teaching English and grammar. This year, in particular I am teaching in 3rd grade at junior high school and 3rd grade at senior high school.

2. It means you have been teaching here for 5 years?

➤ Yes, that's correct. And I was one of the students here, graduated in 2017, then served in 2017. So after serving, I haven't been teaching regularly

there. During the service period I was still teaching it's like replacing a teacher.

3. If you don't mind me asking, where did you graduate with your bachelor's degree?

➤ At UIN Ar-Raniry in 2021

4. In your experience teaching English, do you regularly recognize students who are feel anxiety to speak in English?

➤ Well, that's definitely because of the students' personalities. There are many different characters in class some may be extroverted and confident when speaking. But there are also who might actually be capable but are too shy to show their abilities. So, there are a few like that, but not too many. For example, in a first class, let's say 3D, you might be able to count them like 1,2 and so on who are willing to speak. If we go to classes 3E or 3F, The number of students who get nervous when speaking is probably higher than in class 3D. in class 3F, for instance, there are about 10 students who speak up. They are active but sometimes make a lot of mistakes, or there are those who remain quite. So it really depends on the class level.

5. What specific and behaviors are causing anxiety during speaking English in the class?

➤ For example, in class students tend to be more quite. If I ask someone to come forward we make an interactive conversation with the students, whether it is reviewing a lesson or attracting students' attention or giving them the keywords at the beginning of the lesson. Some students who are active will immediately show themselves to speak and express their opinion, but children who are in the anxiety stage usually only observe, or they answer only to the friend next to them, or they will only speak when we invite them to.

6. Could you please describe the strategies that you typically use to help students feel more confident in English speaking?

- One effective approach has been to build rapport with students through informal conversations about their studies before the formal lesson begins. This allows the teacher to identify students who tend to be passive due to shyness or fear. Usually I invite them to participate by calling their name while addressing the whole class. Such a strategy helps students feel included without being overly singled out, which reduces feelings of discomfort. For instance, I have encountered a student who was extremely quiet student who spoke in a soft voice. In such cases, it's essential to make a personal effort to engage them in conversation and gently encourage them to use their voice, even if they are hesitant. Allowing them to remain in their comfort zone without encouragement means they may never discover their own capability to speak up. Therefore, I believe the solution lies in fostering greater interactivity. Teachers should communicate with students more frequently. Furthermore, when delivering instructions or explaining material, English should be used more dominantly. The balance should lean heavily towards English perhaps a 75% to 25% Indonesian. A learning environment rich in English exposure will help students become more familiar with the language, reduce their fear of making mistakes, and gradually build their confidence in speaking.
7. Therefore, it can be concluded that the primary factor causing students' fear of speaking is their anxiety about constructing sentences?
- Usually at the beginning of the term, I asks students about their interest in English, and the responses show a division between those who like it and those who do not. The students who expressed less interest are typically the quieter ones who experience difficulties in speaking, mainly due to limited vocabulary. Although they are introduced to many words during morning classes at the Islamic boarding school, the lack of practice prevents this vocabulary from becoming active knowledge, which in turn hinders their understanding of English explanations and textbooks. They also struggle with pronunciation, as English spelling does not always correspond to its sound. Furthermore, since they are still at the junior high

school level, their grammar knowledge is restricted to basic tenses, such as the simple present and simple past, which limits their ability to construct proper sentences. As a result, they often translate directly from Indonesian into English rather than producing grammatically accurate English structures.

8. Do you use any specific approaches (such as games, pair work, or role play) to reduce student anxiety?

➤ My teaching strategies involves *interactive activities*, using games “snowball throwing” where catching the ball requires a student to answer a question. *Practical Assignments*, were I Implementing dialog practice, presentations, and role-playing exercises. *Student-Centered Approach*, Especially with advanced classes, focusing on interactive and communicative methods in every session. *Facilitator Role*, Avoiding lectures by having students deduce lesson topics and provide their own examples, thereby generating the core material with my guidance. And *Practical Application* For instance, teaching "complimenting" through role-play scenarios where students must produce the appropriate expressions and let the students' come up with the right things to say.

9. In your opinion, how effective are the strategies you use in reducing students anxiety?

➤ In the third grade, there are relatively more students who feel anxious about speaking. This increase may be due to the teacher's effort to require them to speak, even if only in a limited way. For instance, each day they are encouraged to answer at least one question or read their responses from classroom activities. The expectation is that they must participate in speaking, even if only briefly. Through this practice, it can be observed that their barriers of shyness and hesitation gradually begin to diminish. At the beginning, many students were not familiar with such efforts and tended to remain silent. However, through continuous approaches—such as engaging them in conversation and creating a friendly atmosphere by smiling—the students began to show more willingness to respond. Even if

they did not volunteer to speak, they were encouraged when called upon. If they could not answer fully, they would at least say that they did not understand or respond with whatever knowledge they had.

10. Are there any changes in students' attitude or improvements in their abilities after the strategies are implemented?

- Based on the observation, there was a slight improvement after several strategies were implemented, one of which was the use of interactive activities such as snowball throwing. This activity had a significant impact on students who previously felt anxious, as when they received their turn to speak, they began to show confidence and demonstrate their ability. In many cases, these students were usually reluctant to volunteer themselves; however, when they were directly called upon by the teacher, they were willing to express their opinions regarding the lesson. Thus, it can be concluded that although the progress was not highly significant, there was a noticeable improvement over time as a result of the strategies applied.

11. Do you provide direct feedback? How do you deliver it without putting the students feel pressured?

- Regarding feedback, it is usually provided directly when students are speaking. However, during presentations, feedback is generally given after the presentation or after all groups have performed, in order to evaluate and summarize their errors. For direct conversations, feedback is typically given within about five minutes of interaction, in which the teacher engages students in dialogue and immediately corrects any mistakes. In addition, explanations are sometimes written on the board, so that feedback is not only delivered orally but also in written form, making it easier for students to remember.

12. Following the feedback, was there a recurrence of the same error by the student?

- Up to this point, there has been a noticeable improvement, provided that feedback is given consistently without hesitation. For some students, feedback can be understood and processed immediately, while for others, the same mistakes may still occur. Therefore, the teacher must remain attentive and persistent in providing feedback and reminders until changes are observed. This is because continuous habituation plays a crucial role in improving students' abilities.



Name : Nova Linda
Day/Date : Tuesday, 12/8/2025
Time : 11.10-11.38
Place : MTsN Al-Manar third grade
Topic : Teachers' Strategies for Reducing Students' Anxiety in English Speaking

1. Please tell me a little bit about yourself ?

➤ My name is Nova Linda. I am an English teacher at MTsN Al-Manar, and currently I teach in second grade and third grade of junior high school. I have been teaching here for about 10 years, which means since the end of 2015 and continuing until now. I used to teach English composition as well, but specifically for writing. I did not teach any other subjects because I graduated in English, I focused solely on English lessons.

2. If you don't mind me asking, where did you graduate with your bachelor's degree?

➤ I graduated at Syiah Kuala University in 2007.

3. In your experience teaching English, do you regularly recognize students who are feel anxiety to speak in English?

➤ Thus far, based on my experience in teaching English, I have observed that certain students tend to feel anxious or fearful when speaking, particularly in English. However such occurrences are most commonly evident during the beginning meetings. This tendency becomes especially apparent at the final class level, where the extensive material requiring them to communicate in English often leads to hesitation or reluctance in expressing their opinions regarding the topics being studied.

4. What specific and behaviors are causing anxiety during speaking English in the class?

➤ In most cases, when I provide students with the opportunity to speak in front of the class, it is generally the more confident individuals who volunteer to present themselves, while the quieter students tend to remain

passive. Typically, the confident students demonstrate their willingness by promptly raising their hands, whereas when addressed directly, their common response is to lower their heads. In contrast, the quieter students, when asked to come forward, often display reluctance or hesitation. Such behavior is frequently observed whenever students are given the opportunity to speak English in front of the class.

5. Could you please describe the strategies that you typically use to help students feel more confident in English speaking?
 - With regard to the strategies I typically employ, there are instances in which students exhibit shyness or, when called upon, immediately lower their heads in an attempt to avoid being noticed. In response to such behavior, I make use of a strategy involving speaking cards, which contain various topics for students to select. After several applications of this approach, students who were initially reluctant gradually become willing to speak in front of the class, even if their voices remain soft. At times, I also implement the use of speaking cards in group settings, generally organizing students into groups of three or four members.
6. How significant is the influence of the card strategy in speaking classes, especially for students who experience anxiety?
 - In examining the influence of using speaking cards to encourage students to participate in speaking activities, particularly those who previously exhibited anxiety, some noticeable progress has been observed. Students who initially rarely spoke have begun to demonstrate a willingness to speak in front of the class following the implementation of the speaking card strategy. Specifically, in the third-grade class, several students have started to express themselves by sharing their opinions related to the lesson material. The implementation of the speaking cards does not follow a fixed schedule, as they are sometimes used once a month and at other times twice a month. In addition, the cards are occasionally utilized as a brainstorming activity prior to the lesson, such as a brief “one-minute talk” designed to stimulate students to speak. This activity is frequently

conducted at the beginning of the lesson and has been observed to significantly impact students' willingness to express their ideas. Nevertheless, there are instances where some students remain hesitant, often responding in a soft voice. In such cases, the teacher provides additional support by approaching them directly to elicit their responses.

7. Do you use any specific approaches (such as games, pair work, or role play) to reduce student anxiety?
 - The approach frequently employed is a student-centered approach, in which the teacher provides instructions while the students independently carry out the activities. This method enables students to become more actively engaged in arguing and discussing. At times, a dialogue text is provided for students to read with their desk partners, after which guidance is given to support them in presenting in front of the class and conveying the information obtained from the dialogue. This represents one of the commonly applied approaches, specifically the student-centered approach.
8. Which strategy is more effective in enhancing students' speaking performance: group discussion or pair work?
 - Based on my experience, group discussion tends to be more effective than pair work. In group discussions, each student within the group is required to contribute their opinion regarding the material to be studied. For this reason, the number of students in each group is typically limited to 3-4 members, as groups consisting of more than 4 participants are generally less effective due to the excessive number of members.
9. Why is group discussion considered more effective than pair work?
 - From my perspective, the effectiveness of group discussion lies in its ability to engage students who are otherwise unwilling to speak. In smaller settings, such as pair work, only a limited number of students may participate actively, while others tend to remain silent. In contrast, within a group discussion, students are required to contribute by expressing their arguments. For instance, when a procedure text was provided to a group, students were able to practice collaboratively: some presented in front of

the group while others rehearsed together. As a result, all members were involved in the activity, and none remained passive. Therefore, group discussions are particularly suitable for students who experience difficulties in developing their speaking skills.

13. Are there any changes in students' attitude or improvements in their abilities after the strategies are implemented?

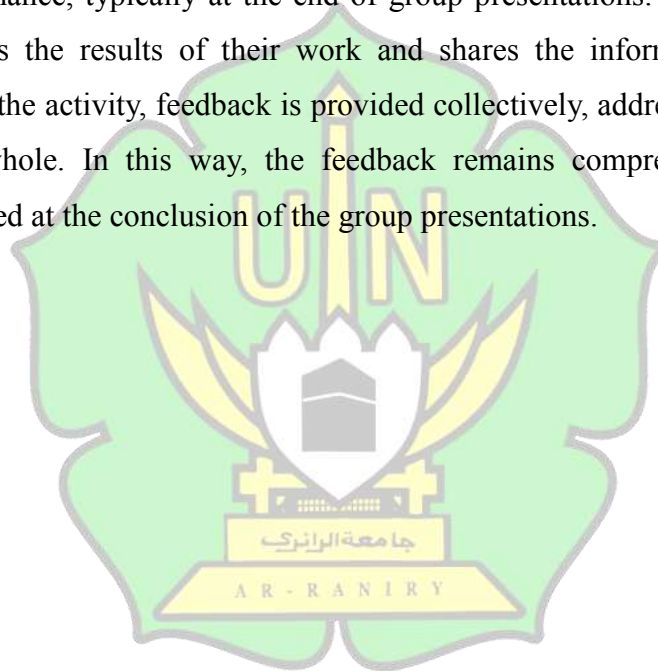
➤ Thus far, some noticeable improvements have been observed. Initially, many students were reluctant to speak; however, through the implementation of strategies such as speaking cards and, at times, group discussions, students have become more willing to participate in speaking activities. Although there are still students who remain hesitant or feel shy about performing in front of others, they have at least shown a willingness to speak, even if only from their seats. This progress can be considered remarkable for students who are naturally shy. Furthermore, students who were previously identified as quiet in class, particularly those in grade three, have now begun to speak more willingly, which represents a significant improvement in their speaking ability.

14. In grade three, lessons held during the final period often present challenges for foreign language learning, as students tend to feel tired and less focused. In what ways do you adjust your teaching strategies to reduce such challenges?

➤ To create a more engaging classroom atmosphere and prevent students from becoming drowsy during the final hour of study, a game activity similar to "Work dress" was introduced. In this activity, the teacher read a text aloud while students were required to identify which part of the text corresponded to a given image. The images were provided and attached to the whiteboard, and as the text was read, students determined the appropriate match. This strategy was intended to maintain students' alertness and stimulate their curiosity in associating textual information with visual representations.

15. Do you provide direct feedback? How do you deliver it without putting the students feel pressured?

- In most cases, encouragement is provided even when students make mistakes in pronunciation or grammar. The primary intention is not to directly highlight the errors, but rather to motivate students so that they remain willing to participate in future activities, while also receiving appreciation for their efforts. By consistently offering such appreciation, students become more inclined to speak in front of others. At times, appreciation is also given in the form of feedback on their speaking performance, typically at the end of group presentations. After the group presents the results of their work and shares the information obtained during the activity, feedback is provided collectively, addressing the group as a whole. In this way, the feedback remains comprehensive and is delivered at the conclusion of the group presentations.



H. Observation Script

Name : Nadhiratul Husna
 Day/Date : Thursday, 31/7/2025
 Time : 12.00 -13.10
 Place : MTsN Al-Manar third grade
 Topic : Suggestion

Teacher's Strategies Checklist

No	Observed Strategies	yes	No	Notes
1	The teacher uses ice-breaking or warm-up activities to start the lesson	✓		At the beginning of the lesson, the teacher conducted a warm-up activity related to the material from the previous meeting.
2	The teacher encourages students to speak without fear of making mistakes	✓		During the learning process, the teacher provided an opportunity for every student to express their opinions on the material to be studied.
3	The teacher applies group or pair work during speaking activities		✓	As the lesson focused on the topic of "suggestion," the teacher did not organize group or pair activities, but instead assigned individual tasks to the students.
4	The teacher avoids correcting mistakes harshly in front of the class	✓		The teacher immediately provided corrective when a student made an error, helping them recognize and understand their mistakes.

5	The classroom atmosphere is relaxed and supportive		✓	The classroom environment appeared less conducive to effective learning, as the session was held during the final period. This scheduling led to noticeable fatigue and diminished participation among the students, many of whom appeared disengaged and drowsy.
6	The teacher gives positive reinforcement when students try to speak	✓		The teacher offered direct feedback during students' speaking activities and motivated them to speak more audibly and confidently.
7	The teacher uses a variety techniques to motivate anxiety students	✓		The teacher applied a communicative approach to foster students' willingness to share their opinions on the lesson topic. This strategy was adopted because some students demonstrated anxiety and a lack of confidence when speaking in class.

Students Checklist

NO	Observed Behaviour	Yes	No	Notes
1	Students look anxious or nervous when asked to speak English	✓		The classroom atmosphere appeared less active when the teacher asked students to respond in English. Most of the students lowered their heads or looked away,

				seemingly trying to avoid being called on by the teacher.
2	Students actively participate in speaking activities	✓		The students demonstrated participation in speaking English, yet the level of active involvement was relatively low, as only a few students engaged actively during the activity.
3	Students work together with their friends when speaking in groups/pairs		✓	Considering that the lesson dealt with the topic of suggestion, the teacher opted to refrain from conducting group or pair activities. Rather, the students were instructed to complete the tasks independently.
4	students seem to enjoy speaking activities (games, role play, etc.)	✓		The students appeared to enjoy the English speaking activity; however, their enthusiasm gradually diminished due to the session being held during the final period of the day. Consequently, several students appeared fatigued and showed signs of reduced attentiveness throughout the lesson.
5	Students are not afraid to make mistakes when speaking in front of the class		✓	Most of the students still exhibited fear and hesitation in expressing their opinion, particularly when required to speak in English.

Name : Nova Linda
 Day/Date : Tuesday, 12/8/2025
 Time : 12.00 -13.10
 Place : MTsN Al-Manar third grade
 Topic : Find Someone Who...

Teacher's Strategies Checklist

No	Observed Strategies	yes	No	Notes
1	The teacher uses ice-breaking or warm-up activities to start the lesson	✓		At the beginning of the lesson, the teacher conducted a warm-up activity related to the material from the previous meeting.
2	The teacher encourages students to speak without fear of making mistakes		✓	During the lesson, the teacher focused primarily on assessing the outcomes and overall performance of the students' group work, placing less emphasis on the immediate correction of their spoken English errors.
3	The teacher applies group or pair work during speaking activities	✓		During the learning process, the teacher applied a group discussion technique to engage students in the lesson.
4	The teacher avoids correcting mistakes harshly in front of the class	✓		The teacher did not provide immediate correction when errors occurred during the students' presentations. Instead, the corrections were deferred until all groups had completed their

				performances. Subsequently, the teacher offered feedback by addressing and rectifying only the most significant errors.
5	The classroom atmosphere is relaxed and supportive	✓		The implementation of the group discussion technique effectively supported the lesson content and contributed to a more relaxed and conducive classroom environment.
6	The teacher gives positive reinforcement when students try to speak		✓	At this stage, the teacher primarily acted as a listener and expressed appreciation for the students' group work performance; however, positive reinforcement was not employed to further enhance their learning motivation.
7	The teacher uses a variety of techniques to motivate anxious students	✓		The teacher employed a student-centered learning approach. Nevertheless, several students appeared somewhat hesitant or uncomfortable. When students encountered difficulties in comprehending the material, the teacher provided individual assistance by offering further clarification to enhance their understanding.

Students Checklist

No	Observed Behaviour	Yes	No	Notes
1	Students look anxious or nervous when asked to speak English		✓	Students did not appear nervous or anxious because the teacher implemented group discussion activities. Through these activities, students became more enthusiastic and motivated in completing the assigned material.
2	Students actively participate in speaking activities	✓		They exchanged information within their groups while working on the exercises, which made the students appear active and participated optimally in the learning activities.
3	Students work together with their friends when speaking in groups/pairs	✓		The students worked collaboratively on their tasks and actively exchanged ideas within their groups.
4	Students seem to enjoy speaking activities (games, role play, etc.)	✓		They seem actively during English speaking class.
5	Students are not afraid to make mistakes when speaking in front of the class	✓		The students appeared enthusiastic when presenting their group work in front of the class. However, a few students seemed less confident when speaking in public, possibly due to anxiety or afraid.