TEACHER'S STRATEGIES USED TO REDUCE SPEAKING ANXIETY IN ENGLISH CLASSROOM AT SMKN 1 KEDIRI

SKRIPSI

Presented as Partial Fulfillment of the Requirement of Obtain

The Sarjana Degree (S. Pd) of English Education Department

Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

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2024

ABSTRACT

Title: **TEACHER'S STRATEGIES USED TO REDUCE SPEAKING ANXIETY IN ENGLISH CLASSROOM AT SMKN 1 KEDIRI**

This research aims to identify and reduce speaking anxiety among students at SMKN 1 Kediri, a vocational high school. The study uses a qualitative research design, employing interviews and observations to gather data from English teachers. The participants are selected based on their experience in teaching and expertise in dealing with speaking anxiety among students. The collected data will be analyzed using thematic analysis to identify recurring patterns and themes related to the strategies used by teachers. The study found that there are several ways to reduce anxiety, such as providing examples of speaking English in the classroom and assigning tasks that lead to speaking and writing in various instruments or textbooks. The relationship between emotions and anxiety in foreign language classes affects students' self-esteem and achievement in foreign language learning. The traditional "teaching first, testing then" approach is ineffective, as it often relies on unauthentic activities and lacks valuable data. Teachers have been found to use various strategies to reduce speaking anxiety in English language classes. One method is to ask students to answer in English, which can help them feel more comfortable and confident in their abilities. This method is particularly beneficial for students who frequently interact with teachers or friends while learning English. Another effective way to reduce anxiety is by adding English to textbooks or internships, allowing students to become accustomed to speaking English outside of lessons. Teachers should also provide students with pre-task introductions, divide them into small groups in discussion sessions, and teach them the meaning or reading of difficult passwords to help them feel less anxious. The findings of this study provide recommendations for teachers, schools, future researchers, and anyone interested in dealing with speaking anxiety in students. Teachers should be an example of how to teach English in the classroom, encourage students to interact using English, and provide examples of successful speaking. By following these strategies, teachers can help students overcome speaking anxiety and achieve more productive academic performance and communication.

Keywords: Teacher Strategies, Speaking, Speaking anxiety.

ACKNOWLEDGEMENTS

Praise be to God Almighty God because for the abundance of His grace, knowledge, and wisdom the preparation of this thesis can be completed on time. This thesis is prepared as one of the requirements to obtain a Bachelor of Education (S.Pd) in the English Language Education Program, Faculty of Teacher Training and Education University of Nusantara PGRI Kediri.

In choosing the theme of this research which is based on the application of assessment in developing students' writing skills, what are the obstacles faced during application and how to solve these obstacles. So that students can develop their writing skills well.

During the process of preparing this thesis, the author felt that he received a lot of guidance, direction, and encouragement both directly and indirectly from various parties. In connection with this, on this occasion the author would like to express his deepest gratitude to:

1. Dr. Zainal Afandi, M.Pd, as the Rector of Universitas Nusantara PGRI Kediri who always motivates students
2. Dr. Mumun Nurmilawati, M.Pd, as Dean of the Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri
3. Mrs. Khoiriah, M.Pd as Head of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri
4. Mrs. Rika Riwayatiningsih, M.Pd., as Advisor I and Mr. Suhartono, M.Pd as Advisor II who have given a lot of guidance and direction from the beginning to the end of the preparation of this thesis.
5. All lecturers, employees, and the entire academic community of Universitas Nusantara PGRI Kediri, who have provided a pleasant lecture atmosphere from the first semester to the

final semester.

6. Both parents and beloved family who always provide support both in material and non-material forms.

7. Friends of the class of 2019 in the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Nusantara PGRI Kediri, who have provided input and encouragement in completing this thesis.

8. As well as all parties that cannot be written one by one, which has helped a lot so that the writing of this thesis is resolved.

The author realizes that in the preparation of this thesis is still far from perfection. Therefore, the author expects constructive criticism and suggestions for the perfection of further research. Finally, along with prayers and hopes, hopefully this thesis can be useful for writers, readers, society, the world of education, and science.

Kediri, 19Th December 2023

Reka Hani Hamida
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SKRIPSI

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TEACHER'S STRATEGIES USED TO REDUCE SPEAKING ANXIETY IN ENGLISH CLASSROOM AT SMKN 1 KEDIRI

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MOTTO AND DEDICATION

"A success must be effort and prayer."

Dedicated to:

1. Allah SWT who always gives me an ease and fluency in every steps.

2. My beloved parents, they always gave me mental support.

3. All my best friends, thank you for all help and support.

4. For myself who has successfully pursued this thesis

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

As formal educational institutions, vocational high schools are responsible for shaping outcomes in job preparation. Therefore, vocational school graduates are required to acquire basic skills for communicating in society, including the ability to communicate in English. This ability is closely related to oral and written forms.

This research utilizes a qualitative research design, employing interviews and observations to gather data from English teachers at SMKN 1 Kediri. The participants will be selected based on their experience in teaching and their expertise in dealing with speaking anxiety among students. The collected data will be analyzed using thematic analysis, allowing for the identification of recurring patterns and themes related to the strategies used by teachers.

In other hand, according to Nunan (2003:330), teaching speaking includes not only learning speech sounds/patterns, word usage and sentence stress, intonation patterns, word usage and sentences appropriate to social contexts, audiences contexts, situations and themes, but also the fluent use of language. As a means of expression of value and judgment. This means that speaking students not only know how to make specific points of language such as grammar, pronunciation, and vocabulary, but also have to understand who, when, where, why, and what to create out language.

Speaking is ability to produce sound, sentence to express idea or feeling. Many students get difficulties to speak English fluently because it is unfamiliar language of them. It makes them less in mastering English. Their competence to speak in English as a Foreign Language fluently is still unsatisfying than other countries which is English as their Second

Language. According to Nunan (2003: 48) states that there are many students feel that in a new language is hard for two reasons. First, unlike reading and writing, speaking happens in a real time: need a direct response. Second, there is no editing and revising for what have been said, as in writing. Most of people judge students whether they can speak in English fluently is from they way they speak. It is supported by Nunan (2000: 39) explains that the success of learning language is measured by the ability to carry out the conversation in a target language.

Therefore, getting success or failure in speaking English depends on several things, but the most crucial problem to discuss is social emotion. Social emotion have an important role in speaking English. There are positive and negative emotion which influence in speaking English. The positive emotions, such as attention, motivation, self-regulation and the negative emotions, such as anxiety, anger, hopeless, boredom. Pekrun (2014: 6), "emotion are important because of their influence on learning and development,". Many kinds of emotions which commonly expressed and happened in speaking class. But the biggest influence in speaking English is negative emotions. According to Pekrun (2014: 15) also stated that emotion which strongly obstruct students' learning is the negative one.

Furthermore, there are strategies can reduce students' anxiety in speaking English. They are preparation, relaxation, positive thinking, peer seeking, and resignation. From all explained above, feeling anxious can appear in two conditions. First, the students do not understand about the material. Second, the students are afraid if they make mistake or got negative evaluation. This is reinforced by Argaman and Abu-Rabia (2002), who argue that the appropriate amount of language anxiety and learners' efforts to maintain their self-esteem may result in improved academic accomplishment. One of these efforts is to prepare and practice the job before class. When nervous students have enough time to prepare and practice the activities, they can perform just as well as non-anxious students.

The previous researchers are still doing research that focuses solely on student problems with speaking. Other researchers have also focused on strategies that teach only speaking. In this study, the researchers took a gap to combine the two aspects. There are student speaking problems and strategies for solving them. Researchers conduct research at SMKN 1 Kediri. The researchers choose vocational high school because speaking is very important for vocational school students. Students should be able to speak and communicate fluently in English in preparation for their careers. SMKN 1 Kediri is one of the most popular vocational schools in Kediri Regency. The school is said to be a popular school as students from different areas choose SMKN 1 Kediri.

In accordance with the problems, this study is intended to determine the factors of The 1st year Student in SMKN 1 Kediri speaking anxiety in english class and analyze its problem solving. And the most important thing in this study is to give a picture to the teacher about the language anxiety that usually occurs in language learning. Furthermore, the findings of this study can also be used to help students find the right strategies to overcome their anxiety problems. This is very important to ensure that they can perform well in using English as a means of communication so that they have competence in foreign languages.

The researcher need data from the teacher. The English teacher for X grade at SMKN 1 Kediri. The majority of the pupils feel at ease in class since the teacher is very communicative and speaks English almost exclusively, with little Indonesian or Javanese.

1.2 Scope the Problem

Based on the background above, the reseacher focused in student problems in speaking skill, they are inhibition, nothing to say, low or uneven participation, mother tongue use conflict between fluency and accuracy, lack of confident, and pronunciation. Not only study about students' difficulties but also this research focuses on teacher's strategies in solving

students problems by using cooperative activities, role play, and drilling, in teaching speaking process in the second semester. The English teacher SMKN 1 Kediri as the subject of the study.

1.3 Research Question

From the background of the problem, it can be explored into spesofic research question :

1. Does speaking anxiety occur in SMKN 1 KEDIRI?

2. What kind of Strategy are used by the teachers to reduce Speaking Anxiety ?

3. Which strategies can significanly help the students to overcome Speaking Anxiety?

1.4 Objective of the Research

Based on the research problems above, the objectives of this research are:

1. To wether the anxiety of students that occurs at SMKN 1 KEDIRI

2. To describe the strategies use by the teacher reduce the students speaking anxiety in english class.

3. To know the Effective strategies that can help the student to overcame Speaking anxiety.

1.5 Significant of the Research

The writer expect that finding of this research can give valuable information as follows:

1.5.1 Theoretical Implication

This research is also expected to help students to find out ways or strategies to overcome their anxiety problem when speaking using English in public. Through this study, it is hoped that educators could also understand how anxiety affect in students' English learning.

1.5.2 Practical Implication

   a. For Students

   The results of this study can help student anxiety to speaking in classroom.

   b. For Teachers

   The results of this study can help teachers to find a significant strategies to student anxiety in speaking.

   c. Other Researchers

   To provide additional information for other researchers what the Strategies are used by the teachers to reduce Speaking Anxiety.

1.5.3 Pedagogical Implication

This research will benefit the speaking teacher in reduce the student anxiety in classroom, before employing strategies to help student overcome in speaking anxiety.

1.6 Definition of key terms

To avoid some mistakes and misunderstanding about the terms which were used in this research, it was important for the researcher to define the following key terms.

   a. Teacher Strategies

Teaching strategies refers to the way of the reading teacher to deliver course material using certain method or technique to the students. A teaching strategy is a broad plan for a lesson or a lesson that comprises structure, desired learner behavior in terms of instructional goals, and an explanation of techniques required to accomplish the strategy. Antoni, 2010 Teachers' tactics frequently anticipate children to build their reading skills through osmosis (absorption) and without assistance. According to the osmosis strategy, a teacher teaching reading comprehension to the target language all day will improve their reading comprehension.

b. **Speaking**

Wahyuningsih and Afandi, 2020). It has been suggested that speech can be used to study people's thoughts, emotions, and sentiments. It might also be stated that the primary purpose of speaking is to communicate meaning or messages to others. Speaking can then teach students language and communication patterns. Finally, speaking to transmit meaning can be successful by studying others' ideas, emotions, language, and communication habits.

c. **Speaking Anxiety**

As stated in Guslah (2015) In truth, boldness and the ability to communicate are required for language development. It is critical to assess and enhance students' English skills. Many students, however, suffer from public speaking anxiety and shun all forms of oral performance, speaking anxiety is a

major determinant of language learning, Anxiety among pupils is frequently tied to the student's speaking performance.

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