

**TEACHER STRATEGIES TO MITIGATE FOREIGN LANGUAGE
SPEAKING ANXIETY (FLSA) IN ENGLISH CLASSROOM AT MIN 1
KOTA KEDIRI ACADEMIC YEAR 2025/2026**

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Presented as Thesis Writing as the Requirement to Obtain the Sarjana Degree of
Education in English Language Education Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



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Declare truthfully, that in this Thesis there are no works that have ever been submitted to obtain a degree at any university, and to the best of my knowledge, there are no written works or opinions that have ever been published by others, except those that are intentionally and explicitly cited in this manuscript and listed in the bibliography.

Kediri, 14th July 2026



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ABSTRACT

Bayu Adi Laksono, Teacher Strategies to Mitigate Foreign Language Speaking Anxiety (FLSA) in English Classrooms at MIN 1 Kota Kediri Academic year 2025/2026

Keywords: Foreign Language Speaking Anxiety, Teacher Strategies, EFL, Islamic Elementary School, Qualitative Research

This study investigated the factors contributing to Foreign Language Speaking Anxiety (FLSA) and the teacher strategies used to mitigate it in English classrooms at MIN 1 Kota Kediri during the 2025/2026 academic year. Although the curriculum emphasizes communicative competence, many students remained reluctant to speak English, making it necessary to examine both the sources of their anxiety and the instructional practices employed to address it.

This study adopted a qualitative descriptive case study design. Data were collected through in-depth semi-structured interviews with the English teacher, classroom observations, and documentation, and were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014). Data credibility was ensured through triangulation and member checking.

The findings revealed that FLSA resulted from the interaction of learner-related factors (limited vocabulary, low self-confidence, and fear of making mistakes), teacher-related factors (correction-induced embarrassment), and environmental factors (limited English exposure, peer mockery, and the predominance of Indonesian and Arabic in the school environment).

To reduce students' anxiety, the teacher implemented a coherent three-phase strategy. Before speaking activities, the teacher used ice-breaking activities and modeling to build confidence. During speaking activities, group work, vocabulary scaffolding, strategic code-switching, and familiar topics were employed to support participation. After speaking activities, the teacher emphasized effort-based praise and collective error correction to protect students' self-esteem.

The study concludes that these classroom strategies are effective in reducing speaking anxiety; however, their long-term impact is limited without institutional support, particularly the implementation of a structured daily English-speaking program. The findings provide practical implications for English teachers, school administrators, and curriculum developers in similar educational contexts.

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CHAPTER I

INTRODUCTION

This chapter presents several aspects that underline the research topic which includes background of the research, research focus, research questions, research objectives and significant of the research. all these problems are presented representatively in the following sub-heading

A. Background of Research

Education in Indonesia is governed by a comprehensive legal framework that emphasizes the holistic development of students' competencies. Law Number 20 of 2003 concerning the National Education System (Sistem Pendidikan Nasional/Sisdiknas) states that education should facilitate the development of students' potential in cognitive, affective, and psychomotor domains. Within this framework, English occupies a strategic position in the national curriculum as a means of developing students' communicative competence in a global context. In line with this objective, the implementation of the Merdeka Curriculum through the Decree of the Minister of Education, Culture, Research, and Technology Number 262/M/2022 promotes student-centered and competency-based learning that encourages authentic communication and active participation in English language learning, including the development of speaking skills.

Despite the curriculum's emphasis on communicative competence, the reality in many Indonesian educational settings, including Madrasah Ibtidaiyah Negeri (MIN), indicates that students often encounter difficulties in speaking English. One of the most frequently reported challenges is students' reluctance to communicate orally in English. This phenomenon has increasingly been associated with Foreign Language Speaking Anxiety (FLSA), which is recognized as a significant affective factor influencing language learning outcomes.

Previous studies have consistently identified speaking anxiety as one of the major obstacles to successful English language learning. Bashori et al. (2021) reported that limited vocabulary mastery is among the primary factors contributing to FLSA among Indonesian EFL learners. Similarly, Mustamir et al. (2024) found

that fear of negative evaluation, low self-confidence in language proficiency, and cultural influences on communication patterns are key contributors to speaking anxiety in Indonesian EFL contexts. Supporting these findings, Erdiana et al. (2020) revealed that approximately 59% of junior secondary school students in Banda Aceh experienced a moderate level of speaking anxiety, with many students expressing fear of making mistakes when speaking English in front of their classmates. Furthermore, Bashori et al. (2021), in a study involving 573 Indonesian vocational high school students, found that speaking was perceived as the most anxiety-provoking among the four language skills and that most participants experienced moderate to high levels of FLSA. These findings indicate that FLSA is a widespread issue affecting English language learners across different educational levels in Indonesia.

Preliminary observations conducted by the researcher at MIN 1 Kota Kediri during the 2024/2025 academic year revealed similar conditions. A considerable number of students displayed signs of anxiety during English-speaking activities. Students frequently hesitated, remained silent, or switched to Bahasa Indonesia when asked to respond in English, even during guided speaking tasks. In addition, English teachers reported that encouraging students to actively participate in speaking activities remains one of the most challenging aspects of English instruction. These observations suggest that speaking anxiety is also present in the context of Islamic elementary education and warrants further investigation.

The concept of Foreign Language Classroom Anxiety (FLCA) was first introduced by Horwitz, Horwitz, and Cope (1986), who defined it 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” (p. 128). According to Horwitz et al. (1986), FLCA consists of three interrelated components, namely communication apprehension, test anxiety, and fear of negative evaluation. To assess this construct, they developed the Foreign Language Classroom Anxiety Scale (FLCAS), which has become one of the most widely used instruments in foreign language anxiety research (Dewaele & MacIntyre, 2014).

More specifically, researchers have identified Foreign Language Speaking Anxiety (FLSA) as a particular manifestation of FLCA that occurs during oral

communication. Bashori et al. (2021) described FLSA as a multifaceted psychological phenomenon that negatively influences language learning and achievement. Likewise, MacIntyre (1998) explained that foreign language anxiety refers to feelings of tension and apprehension specifically associated with second or foreign language learning. These perspectives suggest that speaking anxiety is not merely a matter of shyness but a significant psychological factor that can hinder students' speaking performance.

Considering the negative effects of FLSA, the role of teachers in reducing students' anxiety becomes crucial. A review published in *Frontiers in Education* (2025) highlighted the importance of creating a supportive classroom atmosphere, implementing student-centered learning, providing comprehensible instructions, and utilizing motivational strategies to reduce language anxiety. The review further emphasized that positive feedback, praise, and collaborative learning activities are effective approaches for alleviating students' speaking anxiety. Similarly, Toyama and Yamazaki (2021) identified four categories of effective interventions for foreign language anxiety: student–student interaction, student–teacher interaction, self-management strategies, and mood-enhancing activities. These findings indicate that teachers play a central role in shaping a learning environment that supports students' willingness to communicate in English.

Although numerous studies have investigated FLSA in Indonesia, most of them have focused on measuring students' anxiety levels using quantitative approaches and have been conducted at secondary or tertiary educational levels. Research examining FLSA from the perspective of teachers remains limited, particularly in the context of Islamic elementary schools. Moreover, there is a lack of studies exploring how English teachers identify the causes of speaking anxiety and implement specific classroom strategies to reduce it in *Madrasah Ibtidaiyah Negeri* settings. Therefore, this study seeks to address this gap by focusing on the experiences and strategies of English teachers at MIN 1 Kota Kediri.

Given the importance of developing communicative competence, the prevalence of FLSA among Indonesian EFL learners, and the significant role of teachers in reducing anxiety, it is necessary to investigate the strategies employed by English teachers at MIN 1 Kota Kediri to mitigate Foreign Language Speaking

Anxiety during the 2025/2026 academic year. This study contributes to the existing literature on affective factors in English language learning and provides practical recommendations for English teachers, particularly those working in Islamic elementary schools.

B. Research Focus

This study focuses on the teacher strategies employed to mitigate Foreign Language Speaking Anxiety (FLSA) among students in English classrooms at MIN 1 Kota Kediri during the academic year 2025/2026. Specifically, the research concentrates on identifying the types of speaking anxiety that students experience, examining the pedagogical strategies that English teachers consciously apply to reduce this anxiety, and exploring how these strategies are implemented within the unique socio-cultural and institutional context of an Islamic elementary school (Madrasah Ibtidaiyah Negeri). The scope of this research is delimited to English classroom interactions, with particular attention to speaking tasks and activities in which anxiety is most likely to manifest.

C. Research Questions

Based on the background and research focus described above, this study addresses the following research questions:

1. What are the factors that cause Foreign Language Speaking Anxiety (FLSA) among students in English classrooms at MIN 1 Kota Kediri in the academic year 2025/2026?
2. How do English teachers mitigate Foreign Language Speaking Anxiety (FLSA) in English classrooms at MIN 1 Kota Kediri in the academic year 2025/2026?

D. Research Objectives

In accordance with the research questions stated above, this study aims to achieve the following objectives:

1. To identify the factors that cause Foreign Language Speaking Anxiety (FLSA) among students in English classrooms at MIN 1 Kota Kediri in the academic year 2025/2026.

2. To describe the strategies employed by English teachers to mitigate Foreign Language Speaking Anxiety (FLSA) in English classrooms at MIN 1 Kota Kediri in the academic year 2025/2026.

E. Significant of the research

This study is expected to yield both theoretical and practical benefits for multiple stakeholders in the field of English language education, as elaborated below.

1. Theoretical

This research contributes to the theoretical development of studies on Foreign Language Speaking Anxiety (FLSA) within the context of Islamic elementary education in Indonesia. By uncovering the specific causal factors of FLSA and the corresponding teacher strategies at the Madrasah Ibtidaiyah Negeri level, the study enriches existing theoretical frameworks particularly those derived from Horwitz, Horwitz, and Cope (1986) and subsequent anxiety researchers by situating them within a distinct socio-cultural and institutional environment that has thus far received limited scholarly attention. Additionally, the study adds to the growing body of literature on affective variables in EFL teaching and learning, and may serve as a foundation for the development of context specific anxiety mitigation frameworks in Indonesian Islamic schools.

2. Practical

A. For English Teachers

The findings of this study provide English teachers with a deeper, evidence based understanding of the specific factors that trigger FLSA among their students. This awareness enables teachers to reflect critically on their existing pedagogical approaches and to adopt more targeted, anxiety sensitive strategies in their daily classroom practice. By implementing the strategies identified in this research, teachers can create a more supportive and psychologically safe learning environment that encourages greater student participation and confidence in speaking English.

B. For School Management and Curriculum Coordinators

This study provides school principals and curriculum coordinators at MIN 1 Kota Kediri with relevant empirical data to inform institutional decision making. The findings can guide the development of teacher professional development programs, the formulation of school policies regarding English speaking activities, and the design of a more anxiety sensitive English language curriculum aligned with the spirit of the Merdeka Curriculum (Kurikulum Merdeka), which emphasizes student well being and authentic communicative competence.

C. For Students

The practical application of teacher strategies identified in this research is expected to directly and positively impact students at MIN 1 Kota Kediri. A reduction in the factors that cause FLSA, combined with more effective teacher mitigation strategies, is anticipated to foster greater student confidence, willingness to communicate in English, and overall improvement in speaking performance. In the long term, this may contribute to a more positive attitude toward English learning and higher levels of English language proficiency among students.

D. For Future Researchers

This study serves as a reference point and a source of methodological and theoretical guidance for future researchers interested in exploring FLSA, teacher strategies, and affective factors in EFL education, particularly within the Indonesian Islamic school context. The findings also highlight research gaps that warrant further inquiry, such as longitudinal studies on the sustained effects of anxiety reduction strategies, comparative studies across different types of Islamic schools (MIN, MTs, MA), and the development of standardized FLSA measurement tools adapted for young Indonesian EFL learners.

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