

## **TEACHER'S STRATEGY FOR OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH**

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### **Abstract**

Be coming a good speaker has to master including good pronunciation, acceptable intonation, fluency without stuttering, the use of a rich and accurate vocabulary, appropriate grammar, and connecting concepts, called technical skill. The other is called technical factor, including anxiety as the focused of this study. Teachers have a crucial role to play in helping students overcome the anxiety of speaking in English, and they need a strategy of action. This research was mainly conducted to investigate the teacher's strategy for overcoming students' anxiety in speaking English. This research was conducted at SMP Al Wildan Islamic School 1 Gading Serpong, Tangerang District using case study design, and data obtained Tringulation were taken from observations and interviews. The subject in this study are 2 English teachers at SMP Al Wildan Islamic School 1 Gading Serpong, Tangerang District. The results of this study found that the first teacher used English Day, Examination Authority, and Class Rule as the strategy to overcome students' anxiety in speaking English outside the classroom, and used Role Play, Hot Sheet Game, and Presentation as the strategy to overcome students' anxiety in speaking English inside the classroom. Then, the second teacher used English Day, Examination Authority, and website learnhip.com as the strategy to overcome students' anxiety in speaking English outside the classroom, and used Role Play, and Conversation Card Game as the strategy to overcome students' anxiety in speaking English inside the classroom. the results found differences in strategies between the first teacher and the second teacher in overcoming students' anxiety in speaking English, namely the first teacher used a presentation strategy, while the second teacher used the learnhip.com website strategy. Thus, with the teacher's strategy, students' anxiety in speaking English can be overcome both inside and outside the classroom.

### **INTRODUCTION**

Speaking is a production skill in which there are accuracy and fluency as the main categories. The use of vocabulary, pronunciation, grammar, and fluency is included in the accuracy of speaking (Nation & Newton, 2009). Speaking skill is a very vital skill for second language learners and foreign language acquirers compared to the other four skills, namely listening, writing, reading and speaking. Learners must understand vocabulary, grammar, or the structure and use of sentences. Therefore speaking is considered an active and productive activity (Rao, 2019). And learners must be able to speak with confidence to be able to carry out many basic

interactions and transactions. The more they learn, the more teaching speaking will be beneficial. (Bygate, 2003).

But based on the preliminary observation the evidence that the researcher found the real conditions do not match ideal conditions. Lack of vocabulary, poor grammar, and unclear pronunciation are linguistic problems that make students low in speaking. There are also psychological problems that make students low in speaking such as anxiety. According to Brown (2022) said anxiety is a feeling that can stop a person's self-confidence. Type of anxiety is divided into three types, namely trait anxiety, state anxiety, and situation-specific anxiety (Elis, 1999). The causes of students' speaking anxiety are influenced by two factors, namely internal factors and external factors. Internal factors such as language factor, grammar factor, and pronunciation factor, and external factors such as stage fear, lack of confidence, and shyness factor (Rajitha & Alamelu, 2020).

Therefore a strategy is needed as a solution to overcome this, especially the problem of anxiety. In this case, not only students but teachers also play an important role and must have a strategy to overcome students' anxiety in speaking English. Harmer (in Rianingsih, 2015) states that the role of the teacher is as follows: Prompter, Participant, and Feedback Provider.

Some of the teacher's strategies for dealing with students' speaking anxiety are as follows: Games; Games are a strategy that teachers usually use in English classes. Apart from being enjoyable, games can also provoke students to talk. This strategy can create a positive and enthusiastic and not anxious atmosphere in English class (Amaliah, 2019). Role Play; Role play is a strategy or technique for teaching speaking in a way that students take roles and those who play their roles. Role-plays are usually played in groups or pairs. Role-playing can improve students' speaking skills because students can express their creative ideas and feelings spontaneously in English (Bhatti, 2021). Pair Work; Pair Work is used by teachers to teach to speak English. The teacher uses pair work according to English material to require students to be active in speaking (Yulitrinisya & Narius, 2018). (4) Using Website; Learning English using the web has been researched to be able to overcome students' speaking anxiety. Students also stated that learning to use a website based on Automatic Speech Recognition (ASR) could reduce their anxiety compared to speaking with peers or interlocutors. Teachers can use technology tools to help learn English that provide features for speaking (Fauzi et al, 2022). (5) English Day; English Day is a program that requires students, teachers, and even school administrators to use English (speaking) in daily communication or on certain days (Noprival, 2016).

And this study aims to observe teachers' strategies for overcoming students' anxiety in speaking English. This study's purpose is to provide information and insights about strategies to overcome students' speaking anxiety and become a useful source of reading for the future.

## **METHODS**

### **Research Design**

In this study, the researcher used qualitative research with a case study approach. Denzin (in Sidiq, 2019) stated that qualitative research is research that uses natural backgrounds to interpret phenomena that occur by utilizing various methods such as observation and interviews. Case studies describe and analyze a person about his personality such as activities, life situations, and life history (Rebolj, 2013). Researchers used qualitative methods with a case study approach to produce an in-depth and descriptive understanding of an event or phenomenon that exists in the real world. It is naturalistic and widely used in various scientific fields.

### **The Subject of the Study**

2 English teachers from grade 8 American Europe became the participant in this study. The reason the researcher chose teachers as subjects were to collect data about teacher strategies using observation, and interviews. This research began on February 25, 2023, and carried out in-depth research on March 17 2023 until May 10, 2023. This research is located at SMP AlWildan Islamic School 1 - Gading Serpong, Tangerang District. To be more precise, namely on Jl. Bidar I, No. 2, Klp. Dua Kec. Klp. Dua, Tangerang Regency, Banten 15810. Based on the results of the preliminary observation, the location of this research was chosen because there were problems, especially with speaking skills.

### **Instruments**

In this study, the researcher used the instruments of observation and interviews. Observation is the activity of observing an ongoing process (Sugiyono, 2013). The interview is a direct question-and-answer activity of two or more people with a specific purpose (Sugiyono, 2013). The author only acts as a direct observer and not a teacher and knows the students who have anxiety about the teachers. Researchers make direct observations in speaking activities at school. The researcher conducted interviews with 2 English teachers in grade 8 American Europe.

### **Data Analysis**

The data was analyzed based on Miles and Huberman's (1994) theory; data reduction, data display, and verification/conclusion. The researcher makes the observations and the data obtained simplified and condensed so that it becomes the most important and weighty data reduction unit.

Basically, this section explains how the research was carried out, which includes research designs, populations, and samples (research targets), data collection techniques, and data analysis techniques. For qualitative research such as classroom action research, case studies, and so on, it is necessary to add the presence of researchers, research subjects, informants who helped along with ways to explore research data, location, and duration of research as well as a description of checking the validity of research results.

## RESULTS AND DISCUSSION

### Research Findings

Teachers have many ways to make their students successful, as well as English teachers. Even so, one teacher and another teacher have different strategies to overcome the problems experienced by students, including the problem of students' anxiety in speaking English.

As the results of field observations on March 17, 2023, show that the teacher's strategy for overcoming students' anxiety in speaking English is partly the school's strategy as well, meaning that it is the English teacher who has the role to carry it out. Like the English Day strategy which involves activities between teachers and students both inside and outside the classroom. The speaking activity between the teacher and the students went extremely well. The English teacher of class 8 American Europe A and B always speak in English because they use vocabulary and expressions like native speakers, with no or few grammatical errors, are easy to understand, and has a native speaker accent, fluent like a native speaker. As the results of field research observations on May 8, 2023, show that during the Examination Authority preparation students actively spoke English, they practiced and continued to practice. It can be seen that in grade 8 American Europe B, the English teacher used the conversation card game strategy. The conversation card game strategy is very effective and supported by Mrs. Pretty (pseudonym) in an interview with the researcher said:

*"...Indeed, I more often use the conversation card strategy, this conversation card game can stimulate students to talk, increase their vocabulary, and they can relax in speaking English. If the class is a little noisy, that's a natural sign that the class is active, the important thing is that the noise is within normal limits."*

Website strategy used Mrs. Pretty (pseudonym) used the learnhip.com website to train and familiarize students with speaking so that when students speak at school they can solve their problems and was appropriate in the interview Mrs. Pretty (pseudonym) said:

*".....The learnhip.com website can be used by students anywhere. Its use is not complicated, students just click, and various questions come out."*

The teacher used the role-playing strategy and the following is a statement from Mrs. Pretty (pseudonym) through interviews with researchers, she said that:

*".....Role play makes students more expressive because they are free to express themselves, increasing their effort in gestures as well. It's just that this role play takes time for students to prepare first so they avoid anxiety when speaking English, so the teacher must be patient."*

On the other hand, Mrs. Beauty (pseudonym) also supports that the role-playing strategy is suitable for overcoming students' speaking anxiety. Following the contents of the interview Mrs. Beauty (pseudonym) with the researcher, Mrs. Beauty (pseudonym) said that she also used a role-playing strategy, along with her statement:

*“.....I usually apply role plays in groups, this makes students not feel anxious. Role play can train students' pronunciation, and increase students' self-confidence.”*

The next strategy is games. There is the game implemented by Mrs. Beauty (pseudonym) a hot sheet game. With the game strategy students become enthusiastic about speaking, actively pronounce, and increase their vocabulary as well.

In addition, based on the results of observations in class 8 American Europe A on 10 May 2023, another strategy was found to overcome students' speaking anxiety, namely the strategy with the presentation method.

### **Discussion**

English Day is a mandatory school program that requires both teachers and students to always use English at school. English Day must be supported by providing vocabulary, practicing English, and regulations in the form of rewards for achievers and punishments for those who violate them. English Day is a good program if it is carried out consistently and firmly by both the school and the teacher so that it can be lived by all school members. According to Noprival (2016), English Day is a program that requires students, teachers, and administrators to communicate using English daily. And the researchers added English day should be the key to overcoming students' speaking anxiety because getting used to daily English communication can increase self-confidence with support or encouragement from the existence of rules for those who break them.

Exot (Examination Authority), verbal English was tested for questions and answers with the teacher accompanied by the parents of the students. Even though it does cause anxiety at the beginning, the benefits of this Exot (Examination Authority) strategy can improve students' speaking skills and hone their ability to overcome their anxiety, and of course with the help of motivation and encouragement from the teacher. Communicating with other people can develop understanding and understand other people's thoughts or commonly called social strategies (Oxford, 1990).

Role-playing can improve students' speaking skills because students can express their creative ideas and feelings spontaneously in English (Bhatti, 2021). According to the researcher, the role-playing strategy is indeed effective for overcoming students' speaking anxiety because after applying the students' vocabulary increases, students become enthusiastic and practice students speaking skills.

Games can be interactive learning experiences and become a trend for faster learning.

Jodi (2016) stated that the conversation card game proved to be an effective tool for engaging students with various topics that could promise students to avoid various anxieties.

The conversation card game is a type of game using card media, the cards are made of thick paper that is not easily torn, and the cards contain various topics such as holidays, health, school, goals, and others which are commonly referred to as a theme card. According to Gibson (2002), A conversation card is a conversation game that can be done in EFL/ESL classes. conversation card games will increase student enthusiasm,

participation, and cooperation because these games are student-centered. Meanwhile, the hot sheet game is the same as the Taboo game, one person describes the characteristics of a word, and the group guesses the word. Taboo game is a game that used cards, and the cards contain words that must be guessed by explaining these words (Agnesya & Fithrian, 2023).

Presentation is included in the cognitive strategy, namely, students practice repeatedly and repeat words from native speakers. And the researcher added that the Presentation Strategy is supported by motivation from the teacher, supportive friends, and careful preparation so that it can overcome students' speaking anxiety.

Learning English using the web has been researched to be able to overcome students' speaking anxiety. Students also stated that learning to use a website based on Automatic Speech Recognition (ASR) could reduce their anxiety compared to speaking with peers or interlocutors. Teachers can use technology tools to help learn English that provide features for speaking (Fauzi et al, 2022). Learnhip.com is a website that provides interactive games, puzzles, activities, and exercises for learning and teaching English online.

Class rules are not just a tool but a meaning that must be lived by teachers and students to understand the world and class rules affect the quality of class life (Boostrom, 2014).

## CONCLUSION

The strategy used by the two English teachers to overcome students' English-speaking anxiety outside the classroom is the same, namely using English Day and Exot (Examination Authority). Both of these strategies are driven by the teacher's strategy in the classroom, namely, Mrs. Pretty (pseudonym) used the Role Play strategy, the Conversation card game strategy, and the learnhip.com website strategy as supporting strategies. Meanwhile, Mrs. Beauty (pseudonym) used the Role Play strategy, Hot sheet and Presentation, and class rules as support.

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