

**THE TEACHER STRATEGIES IN OVERCOMING STUDENTS'  
ANXIETY IN SPEAKING ENGLISH AT MADRASAH ALIYAH  
MUHAMMADIYAH BELANG**

**THESIS**

Submitted as Partial Requirement for Degree of Education (S.Pd) in Teaching  
English

Farah Nabillah Muda Wantassen  
NIM: 17.2.6.016



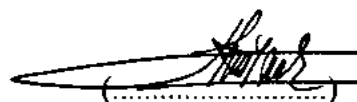
**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
MANADO STATE INSTITUTE OF ISLAMIC STUDIES  
1443 H/ 2022 M**

## THESIS RATIFICATION

The thesis titled "The Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang" compiled by Farah Nabillah Muda Wantassen with students registration number 17.2.6.016 a students of English Education Study Program. Has been examited and defended in the Munaqasyah session held on January 26 2022 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

### BOARD OF EXAMINERS

The Chairperson : Nur Halimah, M.Hum



The Secretary : Nikmala Nemin Kaharuddin, M.Hum




Munaqisy I : Ahmad Mustamir Waris, M.Pd



Munaqisy II : Lies Kryati, M.Ed



Advisor I : Nur Halimah, M.Hum



Advisor II : Nikmala Nemin Kaharuddin, M.Hum



Approved by:

The Dean of Tarbiyah and Teacher  
Training Faculty IAIN Manado



Dr. Ardianto, M.Pd  
NIP. 197603182006041003

## PERNYATAAN KEASLIAN SKRIPSI

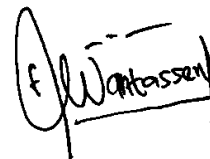
Yang bertanda tangan di bawah ini :

Nama : Farah Nabillah Muda Wantassen  
NIM : 17.2.6.016  
Tempat, Tanggal Lahir : Pematang, 27 November 2000  
Program Studi : Tadris Bahasa Inggris  
Alamat : Desa Ponosakan Indah, Kec. Belang  
Judul : The Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang.

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat atau dibuat oleh orang lain, Sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, January 2022

Penulis



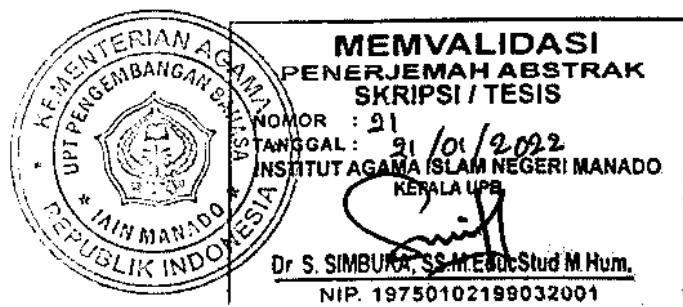
Farah Nabillah Muda Wantassen

## ABSTRACT

**Farah Nabillah Muda Wantassen (2021) Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang . A thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.**

This research aims to investigate teacher strategies in overcoming students' anxiety in speaking English and to find out the impact that students get after the teacher applies the strategy in overcoming students' anxiety in speaking English. The data was processed and analyzed with the qualitative design by using observation, interview, and documentation to collect the data. The respondent of this research was one English teacher and an Eleventh-Grade class consisted of 22 students' at Madrasah Aliyah Muhammadiyah Belang. The result of this research indicated that English teacher employed three strategies in overcoming students' anxiety in speaking English. The first strategy was games that made students' more relaxed and enthusiastic in class, and also made them confident in speaking English. The second strategy was pair work that made students' to be bolder to speak English in class because they would do it with their friends. The last strategy was using students' LI (mixing English and Indonesia) that could make students felt motivated and dared themselves to speak English because they could mix the language when they speak. As a result, the use of several strategies implemented by the teacher could make the students felt more relaxed and felt less anxious when speaking English.

**Key Words:** *Teacher Strategy, Overcome, Students' Anxiety, Speaking.*



## ABSTRAK

**Farah Nabillah Muda Wantassen (2022) Strategi Guru dalam Mengatasi Kecemasan Siswa dalam Berbicara Bahasa Inggris di Madrasah Aliyah Muhammadiyah Belang. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado.**

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengatasi kecemasan siswa dalam berbicara Bahasa Inggris dan untuk mengetahui dampak yang siswa dapatkan setelah guru menerapkan strategi dalam mengatasi kecemasan siswa dalam berbicara Bahasa Inggris. Data ini diolah dan dianalisis dengan desain kualitatif dengan menggunakan observasi, wawancara, dan dokumentasi untuk mengumpulkan data. Responden penelitian ini adalah seorang guru Bahasa Inggris dan siswa kelas XI yang berjumlah 22 siswa di Madrasah Aliyah Muhammadiyah Belang. Hasil penelitian ini menunjukkan bahwa guru Bahasa Inggris menggunakan tiga strategi dalam mengatasi kecemasan siswa dalam berbicara Bahasa Inggris. Strategi pertama adalah permainan membuat siswa lebih santai dan antusias dikelas, dan juga membuat mereka percaya diri untuk berbicara Bahasa Inggris. Strategi kedua adalah kerja berpasangan membuat siswa lebih berani berbicara Bahasa Inggris di kelas karena mereka akan melakukannya dengan teman mereka. Strategi terakhir adalah menggunakan Bahasa pertama siswa (mencampur Bahasa Inggris dan Indonesia) dapat membuat siswa termotivasi dan berani berbicara Bahasa Inggris karena mereka bisa mencampur Bahasa Ketika mereka berbicara. Hasilnya, penggunaan beberapa strategi yang diterapkan oleh guru dapat membuat siswa merasa lebih rileks dan tidak merasa cemas saat berbicara Bahasa Inggris

Kata Kunci: *Strategi Guru, Mengatasi, Kecemasan Siswa, Berbicara*

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise is to Allah the Almighty God who gives His grace and strength to the Researcher to finish this thesis entitled “The Teacher Strategy in Overcoming Students’ Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang”. Peace and blessing are always upon to the Prophet Muhammad Shallallahu ‘alaihi Wa Sallaam. . The researcher realizes that this research cannot be completed without the support and help of many people.

The researcher would like to express her deepest gratitude to her parents Djunaid Muda Wantassen and Kartiti Chamadi for their love, support and pray. And also for researcher’s sister Fadillah Muda Wantassen.

Also the researcher would like to thank to the advisors and the head of English Education Study Program Nur Halimah M.Hum and Nikmala Nemin Kaharuddin M.Hum. This research would not has been feasible without the guidance, encouragement and patience of the advisors who help the researcher patiently complete this undergraduate thesis by providing advice and correction until this thesis is complete.

Furthermore, the researcher is grateful to the following for their supports and helps.

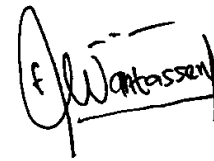
1. Delmus Puneri Salim, S.Ag., M.A, M.Res., Ph.D as the Rector of State Institute of Islamic Studies Manado
2. Dr. Ahmad Rajafi, M.Hi., as the first Deputy Rector of State Institute of Islamic Studies Manado
3. Dr. Radliyah Hasan Jan, S.E., M.Si., as the Second Deputy Rector of State Institute of Islamic Studies Manado
4. Dr. Musdalifah Dachrud, M.Si.,M.Psi as the Third Deputy Rector of State Institute of Islamic Studies Manado

5. Dr. Ardianto, M.Pd, as the Dean of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado.
6. Dr. Mutmainah, M.Pd, as the First Deputy Dean of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado
7. Dr. Adri Lundeto, M.Pd.I as the Second Deputy Dean of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado
8. Dr. Feiby Ismail, M.Pd. as the Third Deputy Dean of Faculty of Tarbiyah and Teacher Training of State Institute of Islamic Studies Manado
9. Ahmad Mustamir Waris, M.Pd., as the Examiner I who always motivates the researcher to complete this thesis
10. Lies Kryati, M.Ed, as the Examiner II who always motivates the researcher to complete this thesis
11. All lecturers in English Education Study Program
12. Nurlaila Thahir, S.Ag as the Headmaster of Madrasah Aliyah Muhammadiyah Belang for permitting the researcher to conduct research.
13. Leidy M. Rori S.Pd as the English Teacher of Madrasah Aliyah Muhammadiyah Belang for helping the researcher to complete this study with her great guidance.
14. Friends who are always there for the researcher in any condition, Putri Fazriyanti Paputungan S.Sos Firdha Juniar Bahar S.Pd, Vera Rahmawati Husna, Amira Sari Taswing, Afitriyani Bangsawan S.Pd, Novita Sari Musa S.Pd, Muliati Bakri S.Pd, Safira Taman, Arif Rahman Hakim S.Pd, Faldan Mokodongan S.Pd, Ihza Datunsolang S.Pd, Zul Razai Datau, Rivaldi Arifin Saputra and Syahrul Mereh.
15. Extended family of TBI especially TBI 17 for memorable time

The researcher realizes that this thesis is still far from being perfect but the researcher hope that this thesis would be useful for the next researcher and for readers in general.

Manado, January 2022

The Researcher

A handwritten signature in black ink, appearing to read 'F. Wantassen'. The signature is written in a cursive style with a large initial 'F' and a horizontal line underlining the name.

Farah N M Wantassen

NIM. 17.2.6.016



## TABLE OF CONTENTS

<b>APPROVAL SHEET</b> .....	ii
<b>PERNYATAAN KEASLIAN SKRIPSI</b> .....	iii
<b>ABSTRACT</b> .....	iv
<b>ABSTRAK</b> .....	v
<b>ACKNOWLEDGMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	ix
<b>LIST OF TABLES</b> .....	xi
<b>LIST OF APPENDICES</b> .....	xii
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Research Background.....	1
B. Research Question.....	3
C. Objective of the Study.....	4
D. Significance of the Study.....	4
E. Scope and Limit of the Study.....	4
F. Definition of Key Terms.....	4
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b> .....	5
<b>A. Concept of Speaking</b> .....	5
1. Definition of Speaking.....	5
2. Components of Speaking.....	6
3. The Function of Speaking.....	7
<b>B. Concept of Strategy</b> .....	8
1. Definition of Strategy.....	9
2. Teachers' Strategies in Teaching Speaking.....	9
<b>C. Concept of Anxiety</b> .....	12
1. Definition of Anxiety.....	12

2. Types of Anxiety.....	12
3. Symptoms of Anxiety.....	13
4. Language Anxiety.....	14
5. Students' Anxiety.....	15
6. The Factors Cause Anxiety in Speaking English.....	16
<b>D. Teacher Strategies in Overcoming The Students' Anxiety in Speaking English.....</b>	<b>17</b>
<b>E. Previous Study.....</b>	<b>23</b>
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>29</b>
A. Research Design.....	29
B. Research Setting.....	29
C. Research Participant.....	30
D. Research Instruments.....	31
E. Data Collection Technique.....	31
F. Data Analysis.....	32
G. Research Stages.....	32
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>34</b>
A. The Description of Research Subject.....	34
B. Findings.....	34
C. Discussion.....	43
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>46</b>
A. Conclusion.....	46
B. Suggestion.....	46
<b>REFERENCES .....</b>	<b>47</b>
<b>APPENDICES .....</b>	<b>51</b>

## LIST OF TABLES

<b>Table 2.1</b> Previous Study.....	23
<b>Table 3.1</b> The Number of Students at the eleventh Grade of MA Muhammadiyah Belang.....	29

## **LIST OF APPENDICES**

Appendix 1 : Identity of School.....	52
Appendix 2 : Circumstances and Education Facility.....	53
Appendix 3 : Vision and Mission of Madrasah Aliyah Muhammadiyah Belang..	54
Appendix 4 : List of Teachers' at Madrasah Aliyah Muhammadiyah Belang.....	55
Appendix 5 : List of Students' at Eleventh-Grade.....	56
Appendix 6 : Teacher Interview Guideline.....	58
Appendix 7 : Students' Interview Guideline.....	62
Appendix 8 : Observation Checklist.....	63
Appendix 9 : English Teacher Transcript Interview.....	65
Appendix 10 : Students' Transcript Interview.....	72
Appendix 11 : List of Interviewee.....	123
Appendix 12 : Documentation.....	125
Appendix 13: Teacher Lesson Plan.....	129

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Speaking skill is an important aspect of learning English because students use it to communicate with others. In language classes, we have to know how to understand what people say. According to Muhammad NafiAnnury, if a student can speak English well, it indicates that he masters English <sup>1</sup>. For most students, speaking skill is the most crucial aspect of learning a foreign language, because speaking involves five components, as follows: grammar, vocabulary, pronunciation, fluency and comprehension. Students must be aware of these components. They should know what they are going to say before they speak. Meanwhile, To achieve all of these elements, students' are expected to be active in learning process in the classroom.

However, speaking English is still considered difficult by students', because they are lack of vocabulary, poor grammar, lack of ideas to speak and fear of mispronunciation. Students' might experience the difficulties related to their psychological traits, such as lack of confidence, fear, and anxiety<sup>2</sup> . Furthermore, anxiety is associated with classroom procedures. Many scholars report that speaking in front of the audience is most stressful and fearful. Language specialist such as Krashen, Rardin, Terrel and Omaggio Hadley acknowledge that students experience more anxiety over

---

<sup>1</sup> Muhammad NafyAnury. *The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department*. Register Journal. Vol.6 No.2 2013, p.200

<sup>2</sup> Saville-Troike, M. *Introducing second language acquisition*. (Cambridge: Cambridge University Press, 2006). Page 90.

speaking in the foreign language<sup>3</sup>. This could happen when the teacher focus on oral presentation. Because students have difficulties in speaking English, so the teacher's strategy is needed to make students easy to speak. As it is written in the Al- Qur'an Surah Al Insyirah verse 5-6 :

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

Translation:

“For indeed, with hardship [will be] ease. Indeed, with hardship [will be] ease” (QS. Al-Insyirah: 5-6).

According to Quraish Shihab in the interpretation of Al-Misbah, many experts of interpretation understand the meaning of (مع) *ma'a* in the verse above whose literal meaning *together* understood by some experts in the sense of *after*. The interpreter Az-Zamakhsyari explained that the use of the word *together* even though it means *after* is to describe how close and short the time is between the presence of ease and the difficulties that are being experienced.

Furthermore, Quraish Shihab explained that there were also experts who stated: “if one word is repeated in the definite form, the first and second words have the same meaning or content, it is different if the word is indefinite.” In verse 5 the word (العسر) *al-usr* is in the definite form (using alif and lam) as well as the word in verse 6. This means that the difficulty referred to in verse 5 is the same as the difficulty mentioned in verse 6, different from the word (يسرا) *yusran* (ease). The word is not in a definite form, so the convenience referred to in paragraph 5 is different from the convenience referred to in paragraph 6, this makes the two verses contain

---

<sup>3</sup> Dolly J. Young, *Language anxiety from the foreign language specialist's perspective: interviews with Krashen, Omaggio Hadley, Terrel, and rardin*. The university of Tennessee, Knoxville. *Foreign Language annals*, 25(2), 1992. 157.

the meaning of “every difficulty will be followed/accompanied by two conveniences”<sup>4</sup>.

This verse commands that humans can find positive aspects that can be utilized from every difficulty, because with every difficulty there is ease. These verses seem to instruct everyone to look for opportunities in every challenge and difficulty faced by them. Because, difficulty is Allah’s way of testing His servant.

The students experienced difficulties in learning English at the research location. Based on the preliminary observation, that there are some students at Madrasah Aliyah Muhammadiyah Belang who do not like to study English and feel anxious if they are forced to speak English. Usually, students only nod when the teacher gives an explanation, but when the teacher asks them to speak in front of the class, students become confused, fearful of making mistakes, and stutter when they start talking. This anxiety arises for a variety of reasons, such as nervousness, embarrassment with classmates, fear of being ridicule by friends, and feeling unnoticed. And for this reason, students are also eager to start a conversation in English. As a result, the researcher interested in conduct this research entitled the teacher strategies to overcome students' anxiety in speaking English.

## **B. Research Question**

1. What strategies does the teacher use in overcoming the students anxiety in speaking English at Madrasah Aliyah Muhammadiyah Belang?
2. What are the impacts of the strategies in overcoming students' anxiety in speaking English at Madrasah Aliyah Muhammadiyah Belang?

---

<sup>4</sup> Tafsir Surah Al-Insyirah, Ayat 5-6 (<https://tafsiralquran.id/setelah-kesulitan-pasti-ada-kemudahan-tafsir-surah-al-insyirah-ayat-5-6/>) Accessed on 22 December 2021

### **C. Objective of the Study**

1. To investigate the teacher strategies in overcoming the students' anxiety in speaking English
2. To find out the impact that students get after the teacher applies the strategy in overcoming students' anxiety in speaking English.

### **D. Significance of the Study**

#### 1. Theoretically

This research can be used as a reference to other researcher who will be doing research about the teachers' strategy in overcoming the students' anxiety in speaking English.

#### 2. Practically

##### a. For teacher

The result of this study can be used to help the teachers to find good strategies in overcoming students anxiety in speaking English.

##### b. For other researcers

The result of this study is to inform the fellow students of English Education Study Program and English teachers who are interest in conducting students' speaking anxiety in EFL class.

### **E. Scope and Limit of the Study**

The object of this research is a teacher strategies in overcoming students' anxiety in speaking English at Madrasah Aliyah Muhammadiyah Belang in class XI IPA & IPS and the impact that students' get after the teacher applies the strategies.

### **F. Definition of Key Terms**

#### 1. Teacher strategy

Teaching activities that must be done by the teacher and the student so that the purpose of teaching reached effectively and efficiently.<sup>5</sup>

---

<sup>5</sup> Hamruni. *Strategi dan model-model pembelajaran aktif menyenangkan* (Yogyakarta: 2009, Fakultas Tarbiyah UIN Sultan Kalijaga Yogyakarta) p.2



## 2. Overcome

Overcoming is something to succeed in dealing with or controlling a problem that has prevented you from achieving something<sup>6</sup>

## 3. Students' anxiety

Students' anxiety is the emotional state of a students that is characterized by anxiety, discomfort, worry and an unfounded fear that bad thing will happen while learning.<sup>7</sup>

## 4. Speaking

Speaking is the action of conveying information or expressing one's feelings in speech. Speaking is a process of interaction, according to Bailey, where speakers aim to create meaning through the creation, reception and processing of information.<sup>8</sup>

---

<sup>6</sup>Definition of overcome, Oxford Learner's Dictionaries, (<https://www.oxfordlearnersdictionaries.com/definition/english/overcome>) Accessed on 27 April 2020

<sup>7</sup> Rudiansyah, *upaya guru dalam mengatasi kecemasan siswa dalam menghadapi tes (pencapaian hasil belajar) siswa di SMPN 3 Banda Aceh* Journal Ilmiah Mahasiswa Pendidikan Kewarganegaraan Unsyiah. Vol. 1 No.1 2016. P.102

<sup>8</sup> Kathleen Bailey *Practical English Language Teaching Speaking* (New York : The McGraw. Hill companies, 2003) p. 5

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Speaking

##### 1. Definition of Speaking

There are many definitions of speaking that have been proposed by some experts. According to Oxford Learner's dictionary, speaking is the action of conveying information or expressing one's feelings in speech<sup>1</sup>. Meanwhile, when someone is speaking English, they express their feelings to other person. As Chaney in Noor Malihah points out, speaking is a process of constructing and communicating meaning through the use of verbal and non-verbal symbols in a number of contexts<sup>2</sup>.

Speaking is defined as the ability to make others understand the speakers feeling and ideas through an act of communication using language. According to Tarigan, speaking abilities is the ability to communicate a speech articulation or to give a talk with the purpose of presenting an idea and a message<sup>3</sup>. It signifies that speaking is the ability of someone to communicate their thoughts to others by producing an utterance.

From the theories above, it comes to the conclusion that speaking is the ability to express our ideas, feelings, or opinions orally in a conversation. It is a productive skill because when we speak something it

---

<sup>1</sup> Definition of speaking, Oxford Learner's Dictionary ([https://www.oxfordlearnersdictionaries.com/definition/english/\\_1](https://www.oxfordlearnersdictionaries.com/definition/english/_1)) accessed on 27 April 2020

<sup>2</sup> Noor Malihah, *The Effectiveness of Speaking Instruction Through Task-Based Language Teaching* Journal IAIN Salatiga. Vol. 3 No. 1 2010. P. 88

<sup>3</sup> Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008) p. 15

means that we think about something. A good speaking occurs when the presented messages are understandable by the listener.

## 2. Components of Speaking

In speaking skill, the component is used to complete the skill. According to Harmer There are five component of language that influence speaking ability, as follows:

### 1) Grammar

Grammar is a set of rules that describe how we use a language. The goal of grammar is to learn correct form. Students need grammar to deal with errors in sentences.

### 2) Vocabulary

Another important component is vocabulary. The vocabulary refers to the appropriate dictionary, which used in communication. If there is not enough vocabulary, we cannot communicate effectively or express his / thoughts in the form verbal and written.

### 3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak.

### 4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. However, we have to speak fluently because the listeners are able to response about the speakers said.

### 5) Comprehension

Comprehension is the component of speaking that is required to avoid misunderstandings between speakers and listeners<sup>4</sup>

Based on this explanation, the researcher concludes that there are five components to speaking namely, pronunciation, grammar, vocabulary, fluency, and comprehension. Those elements are required by the speaker when

---

<sup>4</sup> Harmer Jeremy, *How to teach English* (Harlow: Pearson education limited, 2007) p. 343

speaking. The listener cannot understand what someone is saying if the speaker does not use those five components. so, component of speaking is very important to learn and understand by the students.

### 3. The Function of Speaking

Speaking is very important, especially in daily communication. As Richard said that there are three functions of speaking :

#### 1) Talk as interaction

It refers to what we generally mean by conversation. When people meet, they exchange greetings, engage in small talk, and share recent experiences. But, the emphasis is more on the speakers and how they want to introduce each other to each other.

#### 2) Talk as transaction

It refers to situations where what is said or done is the focus. It means that when someone speaks, the listener only focuses on what the speaker says.

#### 3) Talk as performance

It relates to public discourse, which is a conversation that transmits information to an audience, such as presentations in the classroom, speeches and public announcements. Both the message and the viewer are the emphasis<sup>5</sup>.

Based on the description above, the function of speaking has many sense, they are talk as performance relates to public speaking. The entire function of speaking is dedicated to guiding people in their speaking activities.

---

<sup>5</sup> Jack C. Richard *Teaching listening and speaking* (Cambridge: Cambridge university press, 2008 ) p. 21-25

## **B. Concept of Teaching Strategy**

### **1. Definition of Strategy**

Strategy means a plan for achieving something. According to Miller and Dess strategy is a set of plans or decisions made to assist organizations in achieving their goals<sup>6</sup>. Strategy refers to a complex web of thoughts, insights, experiences, goals, perceptions and expectations which provides guidance on specific actions for specific purposes. According to Stone and Morris in Jessa Octaviani Rosandi, A teaching strategy is a plan for a lesson that comprises structure, instructional objectives, and a list of methods that will be used to put the strategies into action<sup>7</sup>.

In line with the theories, it comes to the conclusion that strategy is an action or activity undertaken by someone in order to achieve the goals or objectives that have been set.

### **2. Teachers' Strategies**

Teaching is defined as a process of imparting information to students. When doing teaching activity, the teacher is transferring knowledge, message or a skill to the students. According to Aswan, a teaching strategy is a teachers' plan in the teaching and learning process to achieve a purpose that has been planned<sup>8</sup>. In teaching English skill, teachers' need to implement strategies. Because strategies have an important role in teaching and learning process.

Reiser and Dick in Khaira Maulidar states that teachers can employ a variety of teaching strategies to achieve teaching-learning objectives<sup>9</sup>. These imply that it is the responsibility of teachers to make students speak English by employing appropriate teaching speaking strategies. According

---

<sup>6</sup> Alex Miller and Gregory G. Dess *Strategic management* (New York: Mcgraw Hill, 1996) p. 48

<sup>7</sup> Jessa Octaviani Rossandi, Bachelor Thesis: *Teacher Strategies in Teaching English Vocabulary at smp n 8 Kota Jambi* (Jambi: University of Jambi, 2020) p. 13

<sup>8</sup> Aswan, *Strategi Belajar Mengajar ed. Revisi* (Lampung: Rineka Cipta, 2006) p. 63-64

<sup>9</sup> Khaira Maulidar, *Teacher's Strategies in Teaching Speaking for Cadet English Education Journal*, Vol. 10, No. 1, 2019, p. 82

to Anjani Putra, role play, creative tasks, and drilling are some of the strategies used in teaching speaking<sup>8</sup>

### 1) Role Play

One other way of getting students to speak is role playing. According to Cameron in Khaira Maulidar, role play is learning activity that should be appropriate for students and social culture experience since it allows learners to utilize language they already know and should begin with simple dialogues before progressing to more complex interaction.<sup>9</sup>

Role playing can be an effective teaching strategy in language classes because it prepared students to deal with situations in which they must use English in the real world, such as working as a receptionist or going to the doctor.

### 2) Drilling

The second strategy is drilling. Thornburry argues that drilling is a strategies for improving pronunciation that involves repeating words, phrases and even entire utterances.<sup>10</sup> Based on the explanation above, it possible to conclude that drilling is a highly controlled activity of practicing listening and repeating.

### 3) Games

Games have so many advantages for students and teachers in learning process. Games can also helps the students practice the target language they're learning in a fun way. According to Hadfield, Game is an activity with rules, goal and an element of fun<sup>11</sup>. This means that by using games for speaking learning,

---

<sup>8</sup> Agung Ginanjar Anjaniputra, *Teacher's strategies in teaching speaking to students at secondary level* Journal of English and Education, Vol. 1 No. 2, 2013, p. 2

<sup>9</sup> Maulidar, *Op.Cit.* p. 82

<sup>10</sup> Scott Thornburry, *How to teach speaking* (Essex: Stenton Associates, 2005) p.20

<sup>11</sup> Hadfield Jill, *Intermediate Communication Games* (England: Longman Ltd, 2004) p. 4

students can have fun while learning and also being encouraged to speak English in classroom.

#### 4) Describing Picture

Describing picture is one of activity in teaching speaking English, students must describe pictures in front of class. Every student get one picture and must describe it. Harmer in Anggia Murni points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story or playing them a tape with a series of sounds <sup>12</sup>.

#### 5) Simulation

Simulation is an extremely strategy for learning a second language. It encourages critical thinking and creativity, allows students to develop and practice new language and behavioral skills in a relatively non-threatening environment, and can generate the motivation and involvement required for learning to occur<sup>13</sup>. In a simulation, students acts as themselves in a specific situation, such as attending a business meeting, or reserving a table in restaurant, and many other. Through this strategy, students can actively practice their English.

for a lesson that comprises structure, instructional objectives, and a list of methods that will be used to put the strategies into action<sup>14</sup>.

In line with the description above, it comes to the conclusion that strategy is an action or activity undertaken by the teacher in order to achieve the goals or objectives that have been set.

---

<sup>12</sup> Anggia Murni, Bachelor thesis: *“The use of describing picture strategy to improve students’ English speaking skill”* (Banda Aceh: Ar-Raniry State Islamic University of Banda Aceh, 2018) p. 7

<sup>13</sup> Nora Anzellita, Bachelor Thesis: *“The effect of using simulation strategy toward students’ speaking skill at the second year of MTs Nurul Islam Kabupaten Kuantan Singingi”* (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2012) p.9

<sup>14</sup> Jessa Octaviani Rossandi, Bachelor Thesis: *Teacher Strategies in Teaching English Vocabulary at smp n 8 Kota Jambi* (Jambi: University of Jambi, 2020) p. 13

## **C. Concept of Anxiety**

### **1. Definition of Anxiety**

Anxiety is generally an unfocused sensation of uneasiness and an overreaction to a situation that can only be seen as a threat subjectively. According to Horwitz, Horwitz, and Cope, Anxiety is the subjective experience of tension, fear, nervousness, and worry linked with an activation of the autonomic nervous system<sup>15</sup>. In addition, Cheng states that anxiety responses consist of emotional components such as tension, cognitive components such as worry, physiological responses such as increased heart rate and blood pressure and behavioral responses such as avoidance of specific situations<sup>16</sup>. Thus, It is believed that anxiety can have a negative impact that can result in physiological and behavioral symptoms in students.

From the definition above, the researcher concludes that anxiety is a condition where a person can't express their idea because of lack of confidence, doesn't feel comfortable and worry as a response to a particular situation or something that might happen in the future.

### **2. Types of Anxiety**

There are types of anxiety that may exist in students. According to Ellis, there are three categories of anxiety: trait anxiety, state anxiety and situation-specific anxiety<sup>17</sup>

#### **1) State Anxiety**

Most people have experienced state anxiety, also known as normal anxiety. Generally, trait anxiety is a kind of anxiety where the subject is generally anxious about many things.

---

<sup>15</sup> Özlem Yalçın, Volkan İnceçay, "Foreign Language Speaking Anxiety: The Case Of Spontaneous Speaking Activities". *Procedia - Social and Behavioral Sciences*, No. 116, June 2014, p. 2621

<sup>16</sup> Cheng, *Language Anxiety and English Speaking Proficiency* (Ming Chuan University, 2009) p. 12

<sup>17</sup> Ellis, R, *The Study of Language Acquisition*, (Oxford: Oxford University Press, 1994), p. 479



Spielberger also states that state anxiety refer to the specific level of anxiety experienced in a particular evaluative or test situation, such as an important college examination or athletic competition.<sup>18</sup>

## 2) Trait Anxiety

In some situations, anxiety becomes more severe and persists for a long time. This kind of anxiety is called trait anxiety . Trait anxiety is a construct reflected in most models of personality and refers to a relatively stable disposition within the individual to judge a wide range of environmental events as potentially threatening. Based on Zeidner & Matthews cited in Anshori, trait anxiety refers to being anxiety-prone, that is a stable personality characteristic<sup>19</sup>. Some individuals are more easily made anxious than others and are said to be high in trait anxiety.

## 3) Situation Specific Anxiety

Spesific-situation Anxiety is a feeling of anxiety caused by the specific situation or occurrence in learning the target language. It may be stable over time but inconsistent with various situations. That is, this type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, solving physical problem.<sup>20</sup>

### 3. Symptoms of Anxiety

To know whether students feel anxious can be seen from the symptoms. According to Michael and Ronald, anxiety symptoms are divided into four categories. Speifically the initial emotional

---

<sup>18</sup> Charles D. Spielberger *Assessment of emotions: Anxiety, danger, depression and curiosity* Applied psychology: health and well-being, Vol 1, 2009, p. 271

<sup>19</sup> Anshori, A. A, Bachelor Thesis: “*A study of students’ anxiety in speaking performance at the third semester of English education department in IAIN Surakarta*” (sukoharjo: IAIN Surakarta: 2015)

<sup>20</sup> Qian, Huang *Study on correlation of foreign language anxiety and English reading anxiety* Academy publisher, Vol. 2, No. 7, 2012, p.1

symptoms of tension and comprehension. Worry and thoughts of failure to cope are the second type of cognitive symptom. Increased heart rate, muscle tension, and other autonomic arousal signs are among the third group of symptoms. Avoidance of frightening situations, decreased task performance and increased start le response are the final behavioral symptoms<sup>21</sup>. On a physiological level, according to Edmund J. Bourne, anxiety may include body symptoms such as rapid heartbeat, muscle tension, queasiness, dry mouth or perspiration<sup>22</sup>.

#### 4. Language Anxiety

Xenoglossophobia is another term for foreign language anxiety. According to Wolman and Sricker, Foreign Language Anxiety (anxiety about learning a foreign language), is a worry or negative emotional reaction that arises when learning or using English<sup>23</sup>.

Speaking anxiety has a significant impact to communicate in a foreign language. According to Horwitz, the skill most affected by foreign language anxiety is speaking. Because speaking in a foreign language is often perceived as a challenge to people's self-concept, self-identity, and ego, which they have developed as sensible and intelligent individuals in their first language.<sup>24</sup>

According to Horwitz, three types of anxiety that have been proven to be major sources of foreign language anxiety are communication apprehension, test anxiety, and fear of negative evaluation. Communication anxiety is the feeling of being afraid to communicate with other people, even though they want to express

---

<sup>21</sup> Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behaviour*, (New York: McGraw Hill Companies Inc, 2004) Fourth Edition, p. 788.

<sup>22</sup> Edmun J. Bourne, *The anxiety and Phobia Workbook*, (Canada: Raincoast Book), p.7

<sup>23</sup> Wolman B and Sricker G. *Anxiety and Related Disorders a Handbooks* (New York: John Wией & Sons, Inc, 1994) p.

<sup>24</sup> Elaine K. Horwitz, *Foreign and second language anxiety* Cambridge University Press, Vol. 43, No. 2 2010, P. 154

their ideas. Test anxiety is defined as the fear of facing and experiencing an academic test that will be graded. Fear of negative evaluation is how learners receive negative feedback from others, and they try to avoid any situation that could lead them being humiliated.<sup>25</sup>

The researcher can conclude from the explanation above that language anxiety can affect how a person develops their language skills, particularly their speaking skills. And also, the language anxiety is a type of debilitating anxiety because it can obstruct language learning and performance.

#### **5. Students' Anxiety**

In English learning process, the students faced many problems in speaking. Students anxiety in speaking English is an anxiety when the students want to speak or respond to a question or just a little speech. According to Horwitz, some learners may claim to have a mental block against anxiety when they come to learn to speak a second of foreign language<sup>26</sup>. Some students are afraid of making a mistake in front of their friends or teachers, thus they never speak in English during the teaching learning process. Anxiety might emerge in students as a result of their perspective.

When students have anxiety, they will be disturbed by feelings of uneasiness or concern. It has a significant impact on the effort and performance of students who are learning. Students who are worried will think less clearly and make more mistakes. Furthermore, individuals must work harder to complete a task since anxiety causes them to worry and diverts their attention away from the activity at hand.

---

<sup>25</sup> Horwitz, *Op. Cit.* p 127

<sup>26</sup> Horwitz, *Op, Cit.* p.125

From these definition above, the researcher realized that students' feeling in English speaking classroom might lead to a loss of confidence and focus, it happen because the students make more mistakes when they are scared or anxious. The more mistakes they make, the more frightened they become, and the less likely they are to do effectively in speaking skills.

## 6. The Factors Cause Anxiety in Speaking English

Aida identified four factors causing anxiety within a foreign language classroom environment: speech anxiety and fear of negative evaluation, fear of failure, comfortableness in speaking and negative attitudes towards the class<sup>27</sup>

Other causes that make students feel anxious lack of confidence. Students who lack self-confidence usually occur when they realize that their interlocutors do not understand when having a conversation.<sup>28</sup> This situation make students prefer silence than talking. Akkakoson also believes that the limited vocabulary, confidence, grammar and attitude towards English are reasons why anxiety occurs.<sup>29</sup>

From the description above, the researcher conclude five factors which makes students experience speaking anxiety. They are, lack of vocabulary, lack of confidence, limited grammar, fear of making mistakes and fear of negative evaluation.

---

<sup>27</sup> Yukie Aida. *examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety : The case of students of Japanese*. Modern Language Journal, Vol. 78 No. 2. 1994. P. 155

<sup>28</sup> Yasti Januariza and Suswati Hendriani *Student' anxiety in learning speaking* Proceedings of the fourth international seminar on English Language and teaching, Vol. 4. No.2. 2016. P.469

<sup>29</sup> Songyut Akkakoson *Speaking anxiety in English conversation classrooms among Thai students*. Malaysian Journal of learning. Vol. 13. 2016. P. 73

## 7. Teachers' Strategies in Overcoming The Students' Anxiety in Speaking English

Crookall and Oxford stated in Al-Duwaile that there are several strategies to reducing language classrooms' anxiety. Activities such as small group discussion, games, and pair work, can help shift the classroom's communication pattern away from being a teacher-learner approach to a more interactive one<sup>30</sup>.

### 1) Small Group Discussion

According to Baker, Small group discussion itself is three or more people engaging face to face, with or without an assigned leader, in such a way that each person impacts and is impacted by others in the group.<sup>31</sup> This strategy will make the students' feel more at ease when they learn in groups rather than individually because they can share with their friends, so they won't be worried if they make a mistake. There are stages in implementing this strategy:

- a) The teacher divides the students into several small groups of 4 to 6 people.
- b) The teacher gives readings or problems for each group.
- c) Ask students to discuss the reading or the problem and write down the points from the discussion on a sheet of paper.
- d) From each group, ask they appoint a spokesperson to present the conclusions of the discussion, and limit the time so that all groups can share equally.
- e) Ask other groups to provide comments or responses or questions.

---

<sup>30</sup> Danah Abdulrazak Al-Duwaile, *The effectiveness of using specific teaching strategies in reducing EFL learners speaking anxiety* (Riyadh: Al-Imam Muhammad Ibn Saud Islamic University, 2014) p. 14

<sup>31</sup> Khusnu Amalia, *The use of small group discussion in teaching written procedure text* (English Department Faculty of Language and Arts Semarang State University, 2009), p.13

- f) The teacher provides a summary or reinforcement of the material.<sup>32</sup>

## 2) Games

The second strategy is games. This strategy is used to put students in a good mood and get them excited about participating in class activities. In addition, the teacher used this game to encourage students to speak up. The students can receive the knowledge without being anxious about the condition when they feel happy and relaxed. There are stages in implementing this strategy:

- a) The teacher must choose the game according to the topic.
- b) Explain the concept of the game to the students.
- c) Explain the rules of the game to students, so that they are disciplined when playing the game.
- d) Start the game.
- e) Summarize the knowledge gained when playing the game.
- f) Students reflect on the learning outcomes that they have received.<sup>33</sup>

## 3) Pair Work

Pair work involves dividing students into two groups so that they can cooperate in the classroom's teaching and learning process, sharing and doing activities together to gain a better knowledge of the content. Moon defined pair work as a strategy for organizing students in ways that maximize learning opportunities.<sup>34</sup> Working in pairs may help to promote meaningful

---

<sup>32</sup> Heri Hardiansyah *Penggunaan Model Pembelajaran Small Group Discussion untuk Meningkatkan Hasil Belajar IPS Terpadu di MTs* (Universitas Tanjungpura Pontianak, 2014)

<sup>33</sup> Rezki Amaliah, Suhri Haryanto Atmowardoyo, Kisman Salija, Bachelor Thesis: “ *The Teachers’ strategies in managing students’ anxiety in speaking English at XI MIA 3 of MAN Pangkep 2019*” (Makassar: State University of Makassar, 2019) p. 6

<sup>34</sup> Jayne moon, *Children Learning English*. (Oxford: Macmillan Heinemann Publishers, 2000) p. 53

interaction between the learners, which may increase their interest.

There are stages in implementing this strategy:

- a) Students are divided into pairs and instructed to `engage-instruct-initiate`
- b) Teachers instruct students on what they are going to do
- c) During the activity, the teacher should pay attention and keep an eye on what is happening.
- d) Teacher go around monitoring, listening, and assisting troubled students.
- e) Teacher give constructive feedback and sometimes correction after students` performance.
- f) Students discuss their performance where necessary.<sup>35</sup>

#### 4) Using students L1

Allowing the students to use their first language in speaking class can help them to overcome their speaking anxiety. Bruen and Kelly states that most of the participants in the Japanese and German class agree that using their first language in the second language classes make the learning environment more relaxed and less intimidating<sup>36</sup>. It also connected with theory of Cook “ first language is recommended when it helps the students to gain a better understanding of specific concepts”<sup>37</sup>. This indicates that it is possible to use first language for learning purposes.

#### 5) Drama

According to McGregor et al in Raihan Fitriani define drama as a teaching strategy to communicate the intended meaning by

---

<sup>35</sup> Jeremy Harmer, *The Practice of English Language Teaching: Third Edition*, (England, Longman, 2001), p. 122

<sup>36</sup> Jennifer Bruen and Niamh Kelly, *Using a shared L1 to reduce cognitive overload and anxiety levels in the L2 classroom* The language learning journal, Vol. 45 No. 3, 2014 p.9

<sup>37</sup> Vivian Cook, *Using the First Language in the Classroom* (Toronto: The Canadian Modern Language Review, 2001) Vol. 57 No.3 p. 402

the students that involves a wide range of activities that resemble real life.<sup>38</sup> Through drama activities, students can play, move, act and learn all at the same time and are expected to be able to speak English more freely and not feel anxious. There are stages in implementing this strategy:

- a) The teacher prepares a scenario that will be shown by the students’.
- b) Appoint some students’ to study the scenario two days before the teaching and learning activities.
- c) The teacher forms groups of students’ with 3-5 members.
- d) Provide an explanation of the competencies to be achieved in drama material.
- e) Calling students’ who have been appointed to do the scenarios that have been prepared.
- f) Each students’ is in groups according to the group that has been divided to observe the scenario being demonstrated
- g) After the performance is complete, each students’ is given a paper as a worksheet to discuss.
- h) Each group conveys its conclusion.<sup>39</sup>

According to Deyuan He, there are 32 strategies for reducing students’ foreign language speaking anxiety :

- a. Strategies directed to teacher
  - 1) Teacher attempting to be amusing
  - 2) The teacher making an effort to be patient
  - 3) The teacher is attempting to be encouraging
  - 4) Correcting mistakes indirectly

---

<sup>38</sup> Raihan Fitria, Bachelor Thesis “ *the implementation of drama techniques in teaching speaking to the second year students of SMA Lab School Unsyiah* (Banda Aceh:Syiah Kuala University Darussalam, 2013) p. 13

<sup>39</sup> Hamzah Uno dkk, *Belajar dengan Pendekatan PAILKEM*. (Jakarta, Bumi Aksara, 2011) p.



- 5) Having students work in small groups
- 6) Before oral activities, providing examples is a good idea
- 7) The teacher is attempting to be knowledgeable
- 8) Good at increasing students' interest in foreign language
- 9) Capable of implementing a variety of teaching strategies
- 10) The teacher is attempting to be lively
- 11) Good at creating conducive learning environment
- 12) Trying to be modern as a teacher (rather than being reserved)
- 13) The teacher is attempting to be outgoing
- 14) The teacher is attempting to be versatile
- 15) Excluding students' classroom performance from final assessment
- 16) Learning some teaching methods from native English teachers
- 17) The teacher attempting to be easy-going

b. Strategies directed to both teachers and students

- 1) Speaking a foreign language in friendly environment
- 2) When speaking a foreign language, do not be concerned with accuracy
- 3) Playing language games
- 4) Doing exercises of relaxing
- 5) Being aware of cultural differences

c. Strategies directed to students

- 1) Recognize that mistakes are a normal part of the foreign language learning process and made by everyone.
- 2) Taking part in a support group or activity
- 3) Discussing anxieties of speaking a foreign language with other students
- 4) Attempting to use a foreign language more frequently
- 5) Preparing ahead of time for foreign language classes

- 6) Increased use of body language to help express oneself
- 7) Overcoming the causes of anxiety
- 8) Being brave enough to speak foreign language
- 9) Attempting to use simple words while speaking a foreign language
- 10) Watching various real life TV/Web shows in foreign language<sup>40</sup>

Hashemi and Abbasi compiled a list of helpful recommendations for teachers to help their students cope with anxiety:

- 1) Examine students for signs of anxiety and use quick strategies to help them overcome the negative feelings.
- 2) In the classroom, create a student-friendly and learning-supportive environment.
- 3) Encourage students to form friendships and work together.
- 4) Instead of summative assessment, place more emphasis on formative assessment and constructive feedback.
- 5) Students should be given additional opportunities to practice their speaking abilities by using a communicative approach.
- 6) Encourage students to not be afraid to make mistakes.
- 7) Do not correct every mistake made by a student.
- 8) When students use a foreign language, make them feel successful and fulfilled.
- 9) Select activities and tasks that will not cause immediate frustration.

---

<sup>40</sup> Deyuan He, *How to Cope with Foreign Language Speaking Anxiety Effectively The Case of University Students in China* Electronic Journal of Foreign Language Teaching. Vol. 14 No.2 2017. p. 173

- 10) Initiate a discussion about how the students feel, for example, when giving presentations, and assist them in overcoming their fears.
- 11) Look for more general psychological training courses, such as language anxiety and learning disparities<sup>41</sup>.

### A. Previous Study

There are relevant researches or some reviews about teacher strategies in overcoming the students' anxiety in speaking skill.

**Table 2.1**

Previous Study

No	Research Identity	Similarity	Difference	Research Originality
1.	Rezki Amaliah, The Teachers' strategies in managing students' anxiety in speaking English At XI MIA 3 of MAN Pangkep. <sup>42</sup>	This research focused on teachers' strategies in overcoming students' anxiety and using descriptive qualitative method	This research use peer group and games in managing students' anxiety in speaking English.	This research focused on English teacher strategies in overcoming students' anxiety in speaking English at the eleventh grade of MA Muhammadiyah Belang and the steps the

<sup>41</sup> Masoud Hashemi , Moghtada Abbasi *The Role of the Teacher in Alleviating Anxiety in Language Classes* International Research Journal of Applied and Basic Sciences. Vol. 4 No.3 2013.p. 640-646

<sup>42</sup> Rezki Amaliah, Suhri Haryanto Atmowardoyo, Kisman Salija, Bachelor Thesis: "*The Teachers' strategies in managing students' anxiety in speaking English at XI MIA 3 of MAN Pangkep 2019*" (Makassar: State University of Makassar, 2019) Accessed on 5 July 2021

				researcher took to implement this research using descriptive qualitative.
2.	Maria Kartika Primaquinna Sejati, Teachers' strategies in overcoming speaking anxiety in ESP classroom At several English courses and some private tutors around Salatiga and Semarang <sup>43</sup> .	This research use qualitative method.	The researcher conducted research on teachers' in English course, and focused on three main categories such as creating safe learning environment, using students' first language and involving students in classroom activity.	
3.	Siti Luruh Ayu Noerjanah & Asprilia	This research use qualitative method	This research was conducted in an intensive	

---

<sup>43</sup> Maria Kartika Primaquinna Sejati, Bachelor Thesis: "*Teachers' strategies in overcoming speaking anxiety in ESP classroom*" (Salatiga: Satya Wacana Christian University, 2019) Accessed on 5 July 2021

	Dhigayuka, Teacher Teaching Strategies in Overcoming Students' Language Anxiety at Al-Bahjah II Boarding School Cirebon <sup>44</sup> .		English Program	
4.	Darmiana Aznur, The Analysis of Teacher's Strategies in Decreasing Student's Anxiety At SMAN 1 Singingi <sup>45</sup> .	This research use descriptive qualitative method	This research focus on analyzing the strategies used by the teachers.	
5.	Danah Abdulrazak Al-Duwaile,	The research is looking for good strategies to use	This research were analyzed quantitatively	

<sup>44</sup> Siti Luruh Ayu Noerjanah and Asprilia Dhigayuka, *Strategi pengajaran guru dalam mengatasi kecemasan berbicara siswa*, Journal for Islamic Social Sciences. Vol. 4, No. 1. 2020 Accessed on 5 July 2021.

<sup>45</sup> Darmiana Aznur, Bachelor Thesis: "*An Analysis of Teacher's Strategies in Decreasing Student's Anxiety at SMAN 1 Singingi*" (Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau, 2021) Accessed on 9 August 2021.

	The Effectiveness of Using Specific Teaching Strategies in Reducing EFL Learners' Speaking Anxiety <sup>46</sup> .	in reducing students' anxiety in speaking English.	and qualitatively method, and this research was conducted on university students.	
--	--------------------------------------------------------------------------------------------------------------------	----------------------------------------------------	-----------------------------------------------------------------------------------	--

The table above shows some previous study related to this research.

**First study** is written by Rezki Amaliah, a study with title “*The Teachers' Strategies in Managing Students' Anxiety in Speaking English at XI MIA 3 of MAN Pangkep (2019)*”. the researcher found some conclusion of teachers' strategies in managing students' speaking anxiety in speaking English at XI MIA 3 of MAN Pangkep as follows, the teacher applied peer group and games as a strategies in managing students' anxiety in speaking English. Second, the impact of the strategies are divided into two: the impact of peer group consist of developing students's self confidence, developing communication skill, and creating collaboration learning. The impact of games consist of relaxing, motivating and amusing.

**Secondly**, Maria Kartika Primaquinna Sejati wrote about a study with title “*Teachers' Strategies in Overcoming Speaking Anxiety in ESP Classroom at Several English Courses and Some Private Tutors Around Salatiga and Semarang (2019)*”. The researcher found some conclusion of teachers' strategies in

---

<sup>46</sup> Danah AbdulRazak Al-Duwaile, Bachelor Thesis: “*The effectiveness of Using Specific Teaching Strategies in Reducing EFL Learners' Speaking Anxiety*” (Riyadh: Al-Imam Muhammad Ibn Saud Islamic University, 2014) Accessed on 15 August 2021.

overcoming speaking anxiety in ESP classroom. The strategies were divided into three categories which consist of: creating safe learning environment, using students' L1, and involving students in classroom activity. After creating safe learning environment, students feel able to overcome their anxiety. Meanwhile, using students' L1 to make students feel relaxed and this strategy was rarely used by the participants to overcome students speaking anxiety. The result of this study indicates that the strategies used are effective to overcome speaking anxiety.

**The third study** is the research conducted by Siti Luruh Ayu Noerjanah and Asprilia Dhigayuka (2020) with title "*Teacher Teaching Strategies in Overcoming Students' Language Anxiety at Al-Bahjah II Boarding School Cirebon*". This study explains that students' speaking anxiety arises because they do not feel confident to speak in front of the class or be supervised by the teacher. In addition, they also feel afraid or being tested by their teacher to be able to speak English. Also, the study revealed 5 strategies that are often used by teachers to overcome students' anxiety in speaking English such as, drilling, role play, presentation, group work and show & tell.

**The fourth study** is written by Darmiana Aznur (2021) with title "*The Analysis of Teacher's Strategies in Decreasing Students Anxiety at SMAN 1 Singingi*". The result of this research is teacher strategies in overcoming students anxiety in learning English in the classroom. In this research, the teachers' applied two strategies. Peers' support in outreach and use of group work.

**The last study** is written by Danah Abdulrazak Al-Duwaile (2014) with title "*The Effectiveness of Using Specific Teaching Strategies in Reducing EFL Learners' Speaking Anxiety*" this research was conducted at Al-Imam Muhammad Ibn Saud Islamic University, Saudi Arabia. This Research Focuses on the effectiveness of the use of strategies carried out of the university.

Considering the previous findings, other researcher discussed about the teachers' strategies in using peer group and games in managing students anxiety, focused on three main categories such as creating safe learning environment, and

other research was conducted in an intensive English program & university students, while this research is focused to find out the teachers' strategies in overcoming students anxiety in speaking English and the impact that the students get after the teacher applies the strategy at MA Muhammadiyah Belang especially at eleventh grade.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Qualitative research methods are the design of the method used in this research. According to Bogdan and Taylor cited by Lexy J Moleong is a research procedur that obtains descriptive data in written and spoken from the people and their behavior which is being observed<sup>1</sup>.

In this descriptive qualitative research, data collection mostly is done in the observation of the participants, interview with depths and documents. Sugiyono stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review<sup>2</sup>.

Classroom observation, interview and documentation had been used to found out the situations in the class and to know the teacher strategies in overcoming students' anxiety in speaking English and the impact that occurs after used the strategy in elevent grade at Madrasah Aliyah Muhammadiyah Belang.

#### B. Research Setting

The researcher conducted this research in Madrasah Aliyah Muhammadiyah Belang Which is located in Wowesen Street, No.4 Ponosakan Belang , Belang Sub-district, Southeast Minahasa District. This research was conducted on September to December 2021

---

<sup>1</sup> Lexy J. Moleong, *Metodologi penelitian kualitatif* (Bandung:Remaja Rosdakarya Offset, 2016), p.4

<sup>2</sup> Sugiyono, *Metode Penelitian Kombinasi (mix methods)*, (Bandung: Alfabeta:2015).

### C. Research Participant

The participants of this research consist of one English teacher and twenty two students. The population of this research was eleventh grade students of Madrasah Aliyah Muhammadiyah Belang.

**Table 3.1**

The Number of Students at the Eleventh Grade of Madrasah Aliyah Muhammadiyah Belang

No.	Name of Class	Total Number of Students at Eleventh Grade
1.	XI IPA	29
2.	XI IPS	26

The total number of students the eleventh grade at Madrasah Aliyah Muhammadiyah Belang was 55 students. The researcher applied purposive random sampling technique in this research which is the researcher took 11 students from XI IPA and 11 students of XI IPS. It can be stated that there are 22 students as the sample of this research.

### D. Data and Source of Data

The researcher used observation, interview, and documentation to collect the data at Madrasah Aliyah Muhammadiyah Belang. The respondents were 1 English teacher and 2 class of Eleventh-Grade which is XI Ipa and Ips.

## E. Research Instruments

The instruments of this research were observation, interview and documentation.

### 1. Observation

Observation is one of the most common techniques used in qualitative research. According to Bungin, observation is a data collection technique used to collect research data through observation and sensing<sup>3</sup>. Class observations are used to evaluate and record specific information about what is happening in the classroom<sup>4</sup>. So, to give a description about what teacher do in a class, the researcher use observation as a technique for collecting data. The researcher enters the class and observes the anxiety that students feel when speaking English in the classroom, and completing field notes observation.

### 2. Interview

The technique interview in this research will use semi structured interview. According to Anne Galetta “semi-structured interview both open-ended and more theoretically driven questions, eliciting data grounded in the experience of the participant as well as data guided by existing constructs in the particular discipline within which one is conducting research<sup>5</sup>.it means semi-structured interview is a combination of more theoretical questions and coming up with data based on experience. The researcher will conduct interview with 1 English teacher to find out more about the strategies that the teachers use to overcome the anxiety of students while speaking English and 22 students’ of Eleventh-Grade to find out their anxiety when they speak English.

---

<sup>3</sup> Burhan Bungin, *penelitian kualitatif: Edisi kedua* (Jakarta: Kencana Prenada Media Group, 2007, p.111.

<sup>4</sup> John Creswell, *Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative research (4<sup>th</sup> ed)* (Boston, MA: Pearson,2012) p. 213

<sup>5</sup> Anne Galetta, *Mastering the Semi-structured Interview and Beyond*, (New York: New York University Press,2013), p.45

### 3. Documentation

At this stage the researcher will conduct research to obtain information through documentation. Documentation such as photos, students data, teacher data, lesson plan and interview record with English teacher and students at MA Muhammadiyah Belang.

## F. Data Analysis

After collecting the data through Interview and Observation (The situation in which the dialogues happen is observed), the data will be analyzed. According to Bogdan and Biklen data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that the researcher accumulates to increase his understanding and to enable her to present what she has found<sup>6</sup>.

The techniques which are used to analyze the data are in accordance with modeling field Miles and Huberman, that are <sup>7</sup>.

### 1. Data Reduction

Data reduction is the act of selecting, identifying, classifying the data that are considered important. The researcher will collect a lot of data while performing research. Hence, the researcher must choose data that will provide useful information in research. Based on the concept of data reduction, the researcher identified the strategies used by the teacher to overcome the students' anxiety in speaking English and the impact that the students' got after the teacher applied the strategy.

---

<sup>6</sup> Robert Bogdan, Sari Knopp Biklen, *Qualitative research for education an introduction to theory and methods*, (Boston: Allyn and Bacon, inc 1982) p. 248

<sup>7</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta,2013), p.246.

## 2. Data Display

After reducing the data, the researcher will offer the information in the form of an interview report table. The data can then be arranged in an easy pattern to understand.

## 3. Conclusion Drawing/verification

After presenting the data, the researcher will summarize the reports in order to show the findings based on evidence.

### **G. Research Stages**

There are some stages that the researcher will conduct in formulating the data collection, they followings are:

1. the researcher will come to the school and ask the permission to the principle of Madrasah Aliyah Muhammadiyah Belang by giving the permission letter from university.
2. The researcher will meet 1 English teacher and discusses all things about the research and the instrument that required.
3. The researcher formulates the problem into the research area.
4. The research will then interview 1 English teacher and 22 students at class XI to find out the data.
5. The researcher will then analyze and conclude based on the data found.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. The Description of Research Subject

##### 1. The brief story of the school

Madrasah Aliyah Muhammadiyah Belang is located in Belang village, Southeast Minahasa. The location of this school can be easily reached by motorcycle. Since its inception, this school has always attracted the people in Belang sub-district. This school was founded in 1983 and had changed to SMA Muhammadiyah Belang, then vacuum and was active again in 1986 under the name Madrasah Aliyah Muhammadiyah Belang as one of the Islamic-based school located in Belang district.

The school which is under the auspices of the Ministry of Religion and Muhammadiyah organization, received a positive response from the entire community in Belang district, especially in Belang village. This school is expected to provide truly Islamic coaching to improve the quality of students who are devoted to Allah SWT, To the nation and state, and their parents. Currently, the teaching staff at MA Muhammadiyah Belang gather 17 people including permanent and honorary teachers. Meanwhile, the current number of students was a total of 140 students.

#### B. Findings

In this research, the researcher used observation, interview, and documentation to collect the data.

##### 1. Observation

The researcher did the observation on 25 October 2021. The researcher went to the school and observed the students and asked the teacher about the strategy that the teacher used in overcoming students' anxiety in speaking English, and students' activities in English class. Researcher conducted research observation face-to-

face with the teacher and students because at the time, Madrasah Aliyah Muhammadiyah Belang had conducted offline learning in several subjects.

In doing observation, the researcher observed two classes to find out the strategies that the teacher used in overcoming students' anxiety in speaking English. The English teacher introduces the topic before starting teaching, explained the material, and then ask students to try to speak English according to the material that has been given. During the teaching and learning process, many students showed anxiety when speaking English. Many of them feel anxious about speaking English because of lack of confidence, shame of the judgment of the classmates, fear of wrong pronunciation, and lack of mastered vocabulary. Meanwhile, with the anxiety that students experience, the teacher tried to interact a lot with students so they are more active in the classroom.

## 2. Interview

As one of the media used to collect the data, the researcher used a smartphone to record the informant's voice. The interview was held to get any answers for all of the research questions, about the strategies that the teacher used in overcoming students' anxiety in speaking English. The researcher was interview in three times. The first interview was conducted with an English teacher on Monday, October 25, 2021. The second interview was conducted on November 1, 2021, moreover, the researcher interviewed further with 11 students of XI IPA on November 1, 2021, and the third interview was conducted on November 22, 2021, with 11 students of XI IPS at Madrasah Aliyah Muhammadiyah Belang. The researcher communicated with the students by asking 8 questions that the researcher had prepared, and the students answered the questions. Interviews were recorded and transcribed for analysis by

the researcher. The result of the interview was used by the researcher to be able to convince and support the results of the observation.

Based on the results of the interview with an English teacher, most students feel that speaking English is very difficult and confusing because there are many things to learn. They have to memorize a lot of vocabulary, know about grammar and other things that must be considered when speaking English. According to miss LR that:

*“they are anxious because they do not know much English vocabulary, so they are hesitant to speak in class”<sup>1</sup>*

(mereka cemas karena mereka belum tau banyak kosakata Bahasa Inggris, sehingga mereka ragu untuk berbicara didalam kelas)

This happens because students do not have the motivation to speak English. Many students also feel anxious when speaking English. The researcher found that the teacher uses several strategies to overcome students' anxiety in speaking English, such as games, pair work, using students' L1 (mixing between Indonesian and English), and also teaching the correct pronunciation of words. It can be linked with the following answers of Miss LR related to the strategies used when teaching is :

*“games, pair up with friends, occasionally speak by mixing Indonesia and English, and give them a good understanding of how to pronounce words, so that they are not afraid to make a mistake in pronouncing a word”<sup>2</sup>*

---

<sup>1</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

<sup>2</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.



(permainan, berpasangan dengan teman, sesekali berbicara dengan mencampurkan Bahasa Indonesia dan Bahasa Inggris, dan memberikan mereka pengertian cara pengucapan kata yang baik sehingga mereka tidak takut salah dalam mengucap suatu kata)

According to the English teacher, the first strategy that the teacher utilized is games. The teacher utilized games to make students more relaxed in receiving the material given. Games are also used to make students more active in class. At the beginning of each lesson, the teacher explained the material, then if the class starts to look boring, the teacher interrupts it by playing a game to get the students back in focus. Games are also made to make students more daring to speak English because the games used are games that encourage students to speak. The teacher said:

*“yes, I often give games to students. So they are more interested and relaxed to receive the material given”<sup>3</sup>*

(ya, saya sering sekali memberikan permainan kepada siswa. Agar mereka lebih tertarik dan santai untuk menerima materi yang diberikan)

The games provided are also very useful for students and motivate students to dare themselves to speak English. There are several games that can be applied in order to attract students' interest in speaking English, as the English teacher said:

*“I usually give games like, what if.., passing marker, giving opinion and agree or disagree”<sup>4</sup>*

---

<sup>3</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

<sup>4</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

(saya biasanya memberikan permainan seperti, bagaimana jika.., mengoper spidol, memberikan opini/pendapat dan setuju atau tidak setuju)

The second strategy is to use pair work. This strategy is also to increase students' courage in speaking English. Through pair work strategy, students can practice speaking English with their partners without nerves. For example, the teacher asks students to make dialogue and perform the dialogue in front of the class with their partners. As miss LR said:

*“yes, because students prefer to work together with classmates rather than make assignments individually”<sup>5</sup>*

(Ya, karena siswa lebih suka bekerja sama dengan teman sekelas daripada membuat tugas secara individu)

The third strategy that teacher often use is using students' L1 (mixing Indonesian and English) when teaching. So that students can understand what is explained by the teacher, and students also try to speak English by occasionally using students L1. It can be seen from the following answer of the English teacher such as:

*“Of course I also often use this strategy. So that students can understand what I say”<sup>6</sup>*

(Pastinya saya juga sering menggunakan strategi ini. Agar siswa dapat mengerti apa yang saya katakan).

---

<sup>5</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

<sup>6</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

Therefore, in the previous answer to the statement, it can be emphasized that this strategy makes students comfortable because the teacher tried to make them more brave to speaking English in class. Meanwhile, the reaction of students when the teacher used this strategy is that students feel happy and more dared to speak English. Miss LR said that :

*“They were happy, the students looked more active if the teacher interspersed the material with some fun strategies. So that the teaching and learning process is not monotonous”*<sup>7</sup>

(Mereka sumringah, siswa terlihat lebih aktif jika guru menyelengi materi dengan beberapa strategi yang menyenangkan. Sehingga proses belajar mengajar tidak monoton).

The application of strategy means the teacher’s effort in using strategies to affect students to achieve learning objectives. For the implementation of the strategies to overcome the anxiety of students speaking English according to LR, the English teacher of MA Muhammadiyah Belang that is:

*“When I asked the students to speak English in class but they were afraid, an idea came up to get the students interested in starting to speak. I usually make them two people in one group or individually to play games. While playing the game, I want all of the students to be involved, so that I can see their progress in speaking English”*<sup>8</sup>

(Ketika saya menyuruh siswa untuk berbicara Bahasa Inggris dikelas namun mereka takut, muncul ide untuk membuat siswa itu tertarik untuk mulai berbicara. I saya biasanya membuat grup

---

<sup>7</sup> Result of interview with English teacher, Miss Leidy Rori in principal’s office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

<sup>8</sup> Result of interview with English teacher, Miss Leidy Rori in principal’s office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

dengan dua orang atau secara individu untuk bermain permainan. Selama memainkan permainan itu, saya ingin semua siswa terlibat agar saya dapat melihat perkembangan mereka dalam berbicara Bahasa Inggris).

In addition, many students are interested in learning English but not most of them, because there are also students who do not like to learn English. This can be seen from the answers of the English teacher as follows:

*“The problem is, if I apply a game, students will make a fuss in the class, so the class becomes out of control. Some students do not like to learn English, so it is a bit difficult to attract their attention”*<sup>9</sup>

(masalahnya adalah, jika saya mengaplikasikan sebuah permainan, siswa akan membuat keributan didalam kelas, sehingga kelas jadi tidak terkontrol. Ada juga siswa yang tidak suka belajar Bahasa Inggris, sehingga agak susah untuk menarik perhatian mereka).

From the interview above, about the strategies that the teacher used to overcome students' anxiety in speaking English, there are 3 most appropriate strategies used by the teacher, as Miss LR said:

*“ I think games, pair work and using students' L1 are the right strategies to overcome students' anxiety in speaking English. Because with that strategies, students' are more active and enthusiastic in class, become bolder to speak English, and can also understand the material that I have explained”*<sup>10</sup>

---

<sup>9</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

<sup>10</sup> Result of interview with English teacher, Miss Leidy Rori in principal's office MA Muhammadiyah Belang, November 01<sup>th</sup> 2021.

( Saya rasa permainan, bekerja berpasangan dan menggunakan Bahasa pertama siswa adalah strategi yang tepat untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris. Karena dengan strategi itu, siswa lebih aktif dan semangat didalam kelas, menjadi lebih berani untuk berbicara Bahasa Inggris dan juga bisa mengerti tentang materi yang sudah saya jelaskan)

Through several strategies that have been implemented by the teacher, some impacts are felt by the students. The impact of implementing games is, students are more relaxed, enthusiastic, excited and confident to to speak English in class. The students also looked excited when the teacher asked them to speak English in class, as one students' said:

*“ by providing useful games to increase knowledge of English, I became more relaxed and enthusiastic about learning English”<sup>11</sup>*

(dengan memberikan games bermanfaat untuk menambah pengetahuan Bahasa Inggris, saya menjadi lebih santai dan antusias dalam belajar Bahasa Inggris)

As Naysila, student of XI IPS said:

*“ I am more confident in speaking English, even I like it when the teacher tells me to speak in front of the class”<sup>12</sup>*

( saya lebih percaya diri dalam berbahasa Inggris, bahkan saya suka Ketika guru menyuruh saya untuk berbicara didepan kelas)

This answer also support the statement of other student, who said that:

---

<sup>11</sup> Result of interview with students of XI IPA, Abit Tolas in class XI IPA MA Muhammadiyah Belang, November 01<sup>th</sup> 2021

<sup>12</sup> Result of interview with students of XI IPS, Naysila Manampa in class XI IPS MA Muhammadiyah Belang, November 22<sup>nd</sup> 2021

*“ I am more interested in playing games in class because I feel more relaxed and excited in class ”<sup>13</sup>*

(saya lebih tertarik dengan bermain di kelas karena saya merasa lebih santai dan semangat didalam kelas)

Furthermore, the strategy that has an impact on students is pair work. The pair work strategy is also used by English teacher as a strategy to learn English because it makes students more active in completing their assignments. By using this strategy, students will also not feel too nervous and afraid to speak English because they will do it with their partner. One of the students' said that:

*“ I think the strategy that works for me is when pairing two people, so I can be with my friends. And I feel more confident to speak English when I have a friend beside me ”<sup>14</sup>*

( saya rasa strategi yang cocok untuk saya adalah Ketika memasangkan dua orang, agar saya bisa bersama dengan teman saya. Dan saya merasa lebih percaya diri untuk berbicara Bahasa Inggris Ketika ada teman disamping saya)

This statement also said by a statement of Fadillah Gani, a student of class XI IPA:

*“I think the pair work strategy can overcome my anxiety because with a partner I will not feel nervous when speaking because I have a friend next to me ”<sup>15</sup>*

---

<sup>13</sup> Result of interview with students of XI IPS, Taufik Simons in class XI IPS MA Muhammadiyah Belang, November 22<sup>nd</sup> 2021

<sup>14</sup> Result of interview with students of XI IPS, Kimberly Awalong in class XI IPS MA Muhammadiyah Belang, November 22<sup>nd</sup> 2021

<sup>15</sup> Result of interview with students of XI IPA, Fadillah Gani in class XI IPA MA Muhammadiyah Belang, November 01<sup>th</sup> 2021

(menurut saya strategi pekerjaan berpasangan yang bisa mengatasi kecemasan saya, karena dengan berpasangan saya tidak akan merasa gugup saat berbicara karena saya mempunyai teman disebelah saya).

The last strategy that has a good impact on students is to used students L1. However, the use of this mixed language on the positive side shows good language skills and can help students enrich their vocabulary and learn to speak English in practice. It can also make students dare to try to speak English. As Fira Puili, student of XI IPS said:

*“ I like it when the teacher speaks mixed Indonesian and English because I can understand the material and I started trying to speak English”<sup>16</sup>*

(saya suka ketika guru berbicara dengan mencampurkan Bahasa Indonesia dan Inggris karena saya bisa mengerti materi tersebut dan saya mulai berusaha untuk berbicara Bahasa Inggris)

*“In my opinion, by mixing English and Indonesian, I am more brave to speak, because if I do not know the English vocabulary, I can use Indonesian”<sup>17</sup>*

(Menurut saya, dengan mencampurkan Bahasa Inggris dan Indonesia, saya lebih berani berbicara, karena jika saya tidak tau kosakata Bahasa Inggrisnya, saya bisa menggunakan Bahasa Indonesia)

---

<sup>16</sup> Result of interview with students of XI IPS, Fira Puili in class XI IPS MA Muhammadiyah Belang, November 22<sup>nd</sup> 2021

<sup>17</sup> Result of interview with students of XI IPS, Firman Miha in class XI IPS MA Muhammadiyah Belang, November 22<sup>nd</sup> 2021

This statement was also stated by other students:

*“in class, the teacher allows us to use English mixed with Indonesian, so i am more motivated to speak English even though i only know a little bit”<sup>18</sup>*

( kalau dikelas, guru membolehkan kami menggunakan bahasa Inggris yang dicampur Bahasa Indonesia, jadi saya lebih termotivasi untuk berbicara Bahasa Inggris walaupun Cuma tau sedikit-sedikit)

It can be concluded that the use of students’ L1 is very useful to grow students’ confidence and can overcome their anxiety in speaking English.

### 3. Documentation

To strengthen the data obtained, the researcher took documentation such as recordings of respondents’ voices via smartphone, photos of the interview with English teachers, photos of the interview with students, photos of when the teacher implemented strategies in the classroom and also the lesson plan. However, the English teacher claims that the detailed explanation of the usage of games, pair work, and using students’ L1 (mixing Indonesia and English) strategies is not explained in a lesson plan. The teacher should enhance the strategy when teaching in the classroom since the fact is that the conditions within the class with the lesson plan are not acceptable, and teachers should change the students’ learning abilities.

---

<sup>18</sup> Result of interview with students of XI IPA, Ridho Suronoto in class XI IPA MA Muhammadiyah Belang, November 01<sup>th</sup> 2021



### C. Discussion

In this section, the researcher explained all of the data that have been collected in the class which was about the teacher strategies in overcoming students' anxiety in speaking English and the impacts of the strategies.

There are three strategies that the teacher use to overcome students' anxiety. The first strategy used by the English teacher was Games. Games are easy and fun strategies that can be applied to students. Based on the statement, games were used by the teacher to make students more relaxed and less tense in class, and also to make them interested in speaking English. English teacher also use games that are easy for students to understand and easy to apply in English class, like what if.., passing marker, giving opinion and agree or disagree. On the other hand, games create a positive environment. Even students who are shy and not very active, often react positively to games. In this strategy, the games used can encourage students to speak English, and can also overcome students' anxiety in speaking English.

After all, from the theory found on chapter two, it can be stated that games it can be linked with the theory of Rezky Amaliah in her bachelor thesis that, "The students can receive the knowledge without being anxious about the condition when they feel happy and relax"<sup>19</sup>. this strategy provided an opportunity for the teacher to make the students feel happy in English class. This strategy also provided benefits for teacher and students.

The second strategy was pair work. According to Palmer, pair work is an affective strategy to increase students speaking skills, especially in a class with a variety of talents<sup>20</sup>. It signifies that the strategy of pair work had been mentioned as the nice ways to develop students competence in

---

<sup>19</sup> Rezki Amaliah, Suhri Haryanto Atmowardoyo, Kisman Salija, Bachelor Thesis: "*The Teachers' strategies in managing students' anxiety in speaking English at XI MIA 3 of MAN Pangkep 2019*" (Makassar: State University of Makassar, 2019) p. 6

<sup>20</sup> Dandi Palmer, *Essential Speaking Skill*. (New York: LONDON British Library Cataloguing-in-publication Data, 2003) p. 27

speaking skill. This strategy was used by the teacher to make students more brave to speak English in class. Because, when students are paired with their friends to make assignments or to be asked to have a dialogue together, they will be more brave to do it with their friends. According to Moon pair work as a strategy for organizing students in ways that maximize learning opportunities<sup>21</sup>.

The third strategy was using students L1 (Mixing Indonesian and English). Some students in class XI do not understand English, so the teacher often used students L1 when teaching, and students understand the explanation of the material given. It also connected with theory of Cook in chapter two “ first language is recommended when it helps the students to gain a better understanding of specific concepts”<sup>22</sup>.

Games was an strategy to gave students feel relax and active in class. It also connected with the teory of Deyuan He that, “doing exercises of relaxing”<sup>23</sup>. This strategy can make students feel less stressed in class and can express themselves more freely. In this strategy, the games used can encourage students’ to speak English, and can also overcome students’ anxiety in speaking English.

Pair work is a classroom activity in which the whole class is divided into pairs. So, in pair work students’ can practice together in understanding lesson and do activities in the classroom. This strategy also can overcome students anxiety in speaking English. By using this strategy, the students’ more brave to speak English in class. Pair work provides a lot of opportunities for students’ to learn and motivate each other by focusing on activities and interaction between students. As Hashemi and Abbasi stated that “encourage students to form friendships and work together”, Working

---

<sup>21</sup> Jayne moon, *Children Learning English*. (Oxford: Macmillan Heinemann Publishers, 2000) p. 53

<sup>22</sup> Vivian Cook, *Using the First Language in the Classroom* (Toronto: The Canadian Modern Language Review, 2001) Vol. 57 No.3 p. 402

<sup>23</sup> Deyuan He, *How to Cope with Foreign Language Speaking Anxiety Effectively The Case of University in China Electronic Journal of Foreign Language Teaching*. Vol. 14 No.2 2017. P.173

in pairs may help to promote meaningful interaction between the learners, which may increase their interest. This strategy is also considered to be able to overcome students' anxiety in speaking English, it can be concluded that the applying pair work strategy can make students' bolder and confident.

The impact of using students' L1 are students' can start to speak English eventhough they often mix it with Indonesian. As Bruen and Kelly states that most of the participant in the Japanese and German class agree that using their first language in the second language classes make the learning environment more relaxed and less intimidating<sup>24</sup>. If the students feel intimidated in class, they will feel uncomfortable if the teacher asks them to speak English. So that, by using this strategy, students' anxiety can be overcome. Students' can start to speak English in class even if only a little bit. And Because the classrooms were quite noisy, the teacher also used students' L1 to discipline the students', making it obvious that the teacher wanted their whole attention This indicates that it is possible to use first language for learning purposes. So the use of students L1 in English classes is very useful.

Understanding the case study on this research, it is suggested for English teacher that in implementing strategies, students must develop their confidence and courage in speaking English. Teacher must also make students' feel more relaxed so that it is easy for them to understand the material, and students do not feel pressured in the classroom. the teacher must also asked students to knew a lot about English vocabulary so that they could spoke English fluently and also di not felt anxious when speaking English.

---

<sup>24</sup> Jennifer Bruen and Niamh Kelly, *Using a shared L1 to reduce cognitive overload and anxiety levels in the L2 classroom* The language learning journal, Vol. 45 No. 3, 2014 p.9

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher focused on conclusion and suggestion.

#### A. Conclusion

The conclusion of this research is considered as follows:

1. The strategies that the teacher used in overcoming students' anxiety in speaking English at Madrasah Aliyah Muhammadiyah Belang are games, pair work and using students L1. The teacher use these strategies to make it easier for students to learn to speak English, especially to overcome students' anxiety in speaking English.
2. The impact felt by students after the teacher applied the strategy were, students feel more relaxed, bolder and enthusiastic in English class. They also feel more confident and motivated to speak English.

#### B. Suggestions

Based on the result of this research, the writer will suggest:

1. This research is suggested to help teachers to find out more English teaching strategies to overcome students' anxiety in speaking English.
2. Using this strategy that the teacher use in overcoming students anxiety in speaking English, students are suggested to know more or memorize English vocabulary to make it easier for them to speak English.

## REFERENCES

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese. *The Modern Language Journal*, 78(2), 155–168. <https://doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Anggia Murni. (2018). *The use of describing picture strategy to improve students' English speaking skill*. : Ar-Raniry State Islamic University of Banda Aceh.
- Anjaniputra, A. ginanjar. (2013). Teacher's strategies in teaching speaking to students at secondary level. *Journal of English and Education*, 1(2).
- Anne Galetta. (2013). *Mastering the Semi-structured Interview and Beyond*. New York University Press.
- Anshori, A. (2015). *A study of students' anxiety in speaking performance at the third semester of English education department in IAIN Surakarta*. IAIN Surakarta.
- Aswan, et al. (2006). *Strategi Belajar Mengajar, Ed. revisi*.
- Bailey, K., & Nunan, D. (2000). *Practical english language teaching speaking*. 104.
- Burhan Bungin. (2007). *Penelitian kualitatif: Edisi kedua*. Kencana Prenada Media Group.
- Charles D. Spielberger. (2009). Assessment of emotions: Anxiety, danger, depression and curiosity. *Applied Psychology: Health and Well-Being*, 1.
- Cheng, C. (2009). *Language Anxiety and English Speaking Profeciency* . Ming Chuan University.
- Danah Al-duwaile. (2014). *The effectiveness of using specific teaching strategies in reducing EFL learners speaking anxiety*. Al-Imam Muhammad Ibn Saud Islamic University.
- Darmiana Aznur. (2021). *An Analysis of Teacher's Strategies in Decreasing Student's Anxiety at SMAN 1 Singingi*.
- Deyuan He. (2017). How to Cope with Foreign Language Speaking Anxiety Effectively The Case of University Students in China. *China Electronic Journal of Foreign Language Teaching*, 14(2), 173.
- Edmun J. Bourne. (1990). *The Anxiety and Phobia workbook*.
- Ellis Rod. (1994). *The study of second language acquisition*. Oxford University Press.

- Hadfield Jill. (2004) *Intermediate Communication Games*. England. Longman Ltd.
- Hamruni. (2009). *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*.
- Harmer, J. (2007). *How to Teach English*.  
<https://doi.org/10.17002/sil..20.201108.279>
- Hashemi M., & A. M. (2013). The Role of the Teacher in Alleviating Anxiety in Language Classes. *International Research Journal of Applied and Basic Sciences*, 4(3), 640–646.
- Heri Hardiansyah. (2014). *Penggunaan Model Pembelajaran Small Group Discussion untuk Meningkatkan Hasil Belajar IPS Terpadu di MTs*.
- Horwitz, e. K. (2010). Foreign and second language anxiety. *Cambridge University Press*, 43(2).
- Huang, Q. (2012). Study on correlation of foreign language anxiety and English reading anxiety. *Academy Publisher*, 2(7).
- Jayne Moon. (2000). *Children learning English*. Macmillan Heinemann Publishers.
- Jennifer Bruen and Niamh Kelly. (2014). Using a shared L1 to reduce cognitive overload and anxiety levels in the L2 classroom. *The Language Learning Journal*, 45(3).
- Jessa Octaviani Rossandi. (2020). *Teacher Strategies in Teaching English Vocabulary at smp n 8 Kota Jambi*.
- John Creswell. (2012). *Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative research (4th ed)*. MA Pearson.
- Khaira Maulidar. (2019). Teacher's Strategies in Teaching Speaking for Cadet. *English Education Journal*, 10(1).
- Khusnu Amalia. (2019). *The Use of Small Group Discussion in Teaching Written Procedure Text*. English Department Faculty of Language and Art Semarang State University.
- Lexi, J., & M.A., M. (2010). Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif. In *Rake Sarasin*.  
<https://scholar.google.com/citations?user=O-B3eJYAAAAJ&hl=en>
- Malihah, N. (2010). The Effectiveness of Speaking Instruction through Task-Based Language Teaching. *Register Journal*, 3(1), 85–101.  
<https://doi.org/10.18326/rgt.v3i1.85-101>
- Maria Kartika Primaquinna Sejati. (2019). *Teachers' strategies in overcoming*

*speaking anxiety in ESP classroom.*

- Mattarima, K., & Hamdan, A. R. (2011). The teaching constraints of English as a foreign language in Indonesia: The context of school based curriculum. *Sosiohumanika*, 4(2), 287–300. <http://www.journals.mindamas.com/index.php/sosiohumanika/article/viewFile/452/450>
- Michael W, Passer (2004). *Psychology: The Science of Mind and Behaviour*. Fourth Edition. New York. McGraw Hill Companies Inc.
- Miller, A. (1996). *Strategic Management (Mcgraw-Hill Series in Management) 2nd Edition*.
- Muhammad NafyAnury. (2013). The Impact of Structural Competence toward Speaking Competence of the Fourth Semester Students of English Department. *Register Journal*, 6(2).
- Nora Anzellita. (2012). *The Effect of using simulation strategy toward students' speaking skill at the second year of MTS Nurul Islam Kabupaten Kuantan Singingi*.
- Özlem Yalçın, Volkan İnceçay. (2014). *Foreign Language Speaking Anxiety: The Case of Spontaneous Speaking Activities*. Procedia - Social and Behavioral Sciences.
- Palmer, Dandi . 2003. *Essentila Speaking Skill*. New York: London. British Library Cataloguing- in-Publication Data.
- Raiha Fitria. (2013). *The Implementation of Drama Technique in Teaching Speaking to the Second Year Students of SMA Lab School Unsyiah*.
- Rezki Amaliah, Suhri Haryanto Atmowardoyo, K. S. (2019). *The Teachers' strategies in managing students' anxiety in speaking English*.
- Richard, J. (2008). *Teaching Listening and Speaking*.
- Robert Bogdan and Sari Knopp Biklen. (1982). *Qualitative research for education an introduction to theory and methods*. Allyn and Bacon.
- Rudiansyah et al. (2016). upaya guru dalam mengatasi kecemasan siswa dalam menghadapi tes (pencapaian hasil belajar) siswa di SMPN 3 Banda Aceh. *Journal Ilmiah Mahasiswa Pendidikan Kewarganegaraan Unsyiah*, 1(1).
- Saville-Troike, M. (2012). *Introducing Second Language Acquisition*. In *Introducing Second Language Acquisition*. <https://doi.org/10.1017/cbo9780511808838.002>

- Scott Thornbury. (2005). How to Teach Speaking. In *Journal of Education and Practice*. Pearson Education Limited.  
<http://iiste.org/Journals/index.php/JEP/article/view/1147>
- Siti Luruh Ayu Noerjanah, A. D. (2021 C.E.). *Strategi pengajaran guru dalam mengatasi kecemasan berbicara siswa*. 4(1).
- Songyut Akkakoson. (2016). Speaking anxiety in English conversation classrooms among Thai students. *Malaysian Journal of Learning*, 13.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta.
- Sugiyono. (2015). *Metode Penelitian Kombinasi*. Alfabeta.
- Tarigan, H. G. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Vivian Cook. (2001). Using the First Language in the Classroom. *The Canadian Modern Language Review*, 57(3), 402.
- Wolman, G, B B Sricker (1994). *Anxiety and Related Disorders a Handbook*. New York. John Wiley & Sons, Inc.
- Yasti Januariza and Suswati Hendriani. (2016). Student' anxiety in learning speaking. *Proceedings of the Fourth International Seminar on English Language and Teaching*, 4(2).
- Young, D. J. (1992). Language Anxiety from the Foreign Language Specialist's Perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157–172. <https://doi.org/10.1111/j.1944-9720.1992.tb00524.x>



# **APPENDICES**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-2433 /In. 25 / F.II / TL.00.1 /10/ 2021  
 Lamp : -  
 Hal : Permohonan Izin Penelitian  
 Manado, 2/ Oktober 2021

Yth :  
**Kepala/Pimpinan MA Muhammadiyah Belang**  
 Di Tempat

**Bismillahirrahmanirrahim.**

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : **Farah Nabillah Muda Wantassen**  
 N I M : 17.2.6.016  
 Semester : IX (Sembilan)  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Prodi : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"The Teacher Strategy in Overcoming Student's Anxiety in Speaking English at MA Muhammadiyah Belang"**

Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing :

1. Nur Halimah, M.Hum
2. Nikmala N. Kaharuddin, M.Hum

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Oktober s.d. Desember 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Mengetahui  
 a.n. Dekan  
 Wakil Dekan Bid. Akademik dan  
 Pengembangan Lembaga  
  
**Dr. Mutmainah, M.Pd**  
 NIP. 19810716 200604 2 002

Tembusan :  
 - Rektor IAIN Manado sebagai Laporan



**MAJELIS DIKDASMEN MUHAMMADIYAH  
MADRASAH ALIYAH MUHAMMADIYAH BELANG**

Alamat : Jln. wowesen jaga IV Ponosakan Belang

NPSN : 40105191 NSM : 32230701034 AKREDITASI : B

Website : [madrasahaliyahbelang.yahooinfo.id](http://madrasahaliyahbelang.yahooinfo.id)

Nomor : 193/MA/S/Mu/S/Ket/II/2021  
Lamp : -  
Hal : Surat Keterangan Penelitian

Kepada  
Yth : Rektor IAIN Manado  
Cc : Dekan Fakultas Tarbiyah dan Ilmu keguruan  
Di  
Tempat

Bismillahirrohmanirrahim.

Dengan ini menerangkan bahwa Mahasiswi Institut Agama Islam Negeri (IAIN) Manado, yang disebut dibawah ini :

Nama	: Farah N M. Wantassen
N I M	: 17.2.6.016
Semester	: IX (Sembilan)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Prodi	: Tadris Bahasa Inggris

Telah melakukan penelitian di Madrasah Aliyah Muhammadiyah Belang Dalam Rangka penyusunan Skripsi yang berjudul : *"The teacher strategies in overcoming students' anxiety in speaking English"* sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan.

Demikian surat keterangan ini kami buat untuk digunakan sebagaimana perlunya.

Belang, Desember 2021  
Kepala Madrasah

Nurlaila Hafid  
NIP. 1966122119970220000



## IDENTITY OF SCHOOL

School Name	Madrasah Aliyah Muhammadiyah Belang
NSS	32230701034
SK Number	KW. 23/3-4/PP.00.2/5385/2006
School Adress	Jl. Wowesen, Ponosakan Belang Kec. Belang
Name of Principal/ Head	Nurlaila Thahir, S.Ag
Postal Code	95697
Since	12 December 2006
Regency City	Southeast Minahasa
Province	North Sulawesi
Country	Indonesia
The Whole Area	1095 m <sup>2</sup>
Internet	Wi-Fi

## Circumstances and Education Facility

No.	Room	Total	Condition
1.	The Headmaster Room	1	Good
2.	Office Room	1	Good
3.	Computer Lab	2	Good
4.	Library	1	Good
5.	Classes	6	Good
6.	Toilet	5	Good
7.	Wi-Fi	1	Good
8.	Canteen	1	Good

## Vision and Mission of Madrasah Aliyah Muhammadiyah Belang

### 1. Vision

Succeed in science and technology while being honorable and competitive, based on faith and piety.

### 2. Mission

- a) Create Islamic education
- b) Prepare students who have competitiveness in science and technology-based on faith and piety
- c) Improve the effectiveness of extracurricular activities based on students' talents and interests.
- d) Improve the human resources of educators and education personnel who have the competence and certified professions in their domains.
- e) Provide adequate supporting facilities and infrastructure.
- f) Implementing participatory management by involving all components of Madrasah
- g) Establish a harmonious and conducive internal and external relationship.

## List of Teachers in MA Muhammadiyah Belang

No.	Teachers' Name	Position	Subjects
1.	Nurlaila Thahir. S.Ag	Principal	Fikih (Agama)
2.	Tayeb Musim. SHI	Vice Principal	Fikih
3.	Moh. Zulfan Junus, SE	Teacher	Tik Ekonomi
4.	Rifka Daeng, S.Pd	Teacher	Matematika
5.	Abdul Rahim Logor, S.Pdi	Teacher	Penjaskes
6.	Tahira Mahbub, S.Pd	Teacher	Akidah Akhlak
7.	Eka Yunitasari Modjo, S.Pd	Teacher	Fisika
8.	Sandra Usman, S.Pd	Teacher	Bahasa Arab
9.	Steven Talatung, S.Pd	Teacher	Kimia
10.	Martini Ilolu, SH	Teacher	Pkn
11.	Leidy M. Rori, S.Pd	Teacher	Bahasa Inggris
12.	Nurafni Tora, S.Pd	Teacher	Biologi
13.	Nur Isla Uwen, S.Pd	Teacher	Ski
14.	Vonni R. Boseke, S.Pd	Teacher	Bahasa Indonesia
15.	Masfufa Yuga, S.E	Teacher	Tik
16.	Novita Sari Musa, S.Pd	Teacher	Al-Qur'an Hadist
17.	Fahrial Minggu, S.Pd	Teacher	Matematika

**List of Students at Eleventh Grade**

No.	XI IPA	XI IPS
1.	Najliha Abraham	Alfito Lahengki
2.	Puspitasari Sampage	Afzal Sangko
3.	Bunga Pakaya	Denada Tulis
4.	Inayah Latodjo	Fira Puili
5.	Salwa Kandou	Firman Miha
6.	Nadia Ismail	Fitria Pasagi
7.	Suci R. Dede	Fatnan Topowiro
8.	Nabila Sineke	Fadlan Uwen
9.	Abit Tolas	Gilang Gagu
10.	Ridho Suronoto	Holiq Minggu
11.	Sehan Andaria	Kimberly Awalong
12.	Rizali Muslim	Naysila Manampa
13.	Ziad Ntoma	Putri Djurumudi
14.	Fatir Miha	Risman Pasagi
15.	Fajri Pelealu	Randi Miha
16.	Fardhu Modeong	Syafrialdi Uno
17.	Moh. Fadli Belung	Taufik Simons
18.	Afif Ntoma	Viki Lomban
19.	Iskandar Sanang	Wahyu Yunus
20.	Tito Abdulrahim	Ismail Bokingo
21.	Intan Ahmad	Suci Malurung
22.	Ariska Salagia	Ihsan Basso
23.	Andini Gagu	Abdillah Makalalag
24.	Riyanti Simbala	Akbar Tulis
25.	Fahrezi Simbala	Delfianto Adam
26.	Rama Lasena	Fadlun Rondonuwu
27.	Mawar Dasinangon	



28.	Fadillah Gani	
29.	Mufida Djuma	

### Teacher Interview Guideline

No.	Questions
1.	<p>Do students like to speak English in classroom?</p> <p>Apakah siswa suka berbicara Bahasa Inggris di ruang kelas?</p>
2.	<p>Are there students who feel anxious when speaking English?</p> <p>Apakah ada siswa yang merasa cemas saat berbicara Bahasa Inggris?</p>
3.	<p>Does students' anxiety in speaking English affect your performance while teaching?</p> <p>Apakah kecemasan siswa dalam berbicara bahasa Inggris mempengaruhi kinerja Anda saat mengajar?</p>
4.	<p>What makes the students feel anxious while speaking English in the classroom?</p> <p>Apa yang membuat siswa merasa cemas saat berbicara bahasa Inggris di kelas?</p>
5.	<p>What is your solution in overcoming the anxiety?</p> <p>Apakah solusi anda dalam mengatasi kecemasan tersebut?</p>
6.	<p>What kind of the strategies you use in overcoming the students' anxiety in speaking English?</p> <p>Strategi apa yang anda gunakan untuk mengatasi kecemasan siswa dalam berbicara bahasa Inggris?</p>

7.	<p>Why do you use the strategies to overcoming the students' anxiety in speaking English?</p> <p>Mengapa anda menggunakan strategi tersebut dalam mengatasi kecemasan siswa dalam berbicara bahasa Inggris?</p>
8.	<p>What is benefits from use the strategies for students in overcoming the students' anxiety in speaking English?</p> <p>Apakah manfaat dari penggunaan strategi tersebut dalam mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>
9.	<p>How do you implement the strategies in overcoming the students' anxiety in speaking English?</p> <p>Bagaimana guru bahasa inggris menerapkan strategi untuk mengatasi kecemasan siswa dalam berbahasa inggris?</p>
10.	<p>Do you use small group discussion in English class?</p> <p>Apakah anda menggunakan diskusi kelompok kecil di kelas Bahasa inggris?</p>
11.	<p>Do you use pair work to involve the students in class activities?</p> <p>Apakah anda menggunakan pekerjaan berpasangan untuk melibatkan siswa dalam aktivitas kelas?</p>
12.	<p>Do you use games while you teaching English?</p> <p>Apakah anda menggunakan permainan saat anda mengajar bahasa Inggris?</p>
13.	<p>What games do you often use to overcome students' anxiety in speaking English?</p> <p>Permainan apa yang sering anda gunakan untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>
14.	<p>Do you use simulation strategy in English class?</p> <p>Apakah anda menggunakan strategi simulasi di kelas Bahasa Inggris?</p>

15.	<p>Do you use Indonesian language to make students feel more relaxed and less intimidated?</p> <p>Apakah anda menggunakan Bahasa Indonesia untuk membuat siswa lebih santai dan tidak terintimidasi?</p>
16.	<p>Have you ever used drama to overcome the students anxiety in speaking English?</p> <p>Apakah anda pernah menggunakan drama untuk mengatasi kecemasan siswa berbahasa Inggris?</p>
17.	<p>What is students reaction when you used the strategy in overcoming the students' anxiety in speaking English?</p> <p>Apakah reaksi siswa ketika anda menggunakan strategi tersebut untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>
18.	<p>What is the problem that you find when you used the strategies to overcoming the students' anxiety in speaking English?</p> <p>Apakah masalah yang anda temukan pada saat menggunakan strategi tersebut untuk mengatasi kecemasan siswa dalam berbicara Inggris?</p>
19.	<p>In your opinion, what is the most appropriate strategy to overcome students' anxiety in speaking English?</p> <p>Menurut anda, apa strategi yang paling pas untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>

### Students Interview Guideline

No.	Questions
1.	<p>Please tell me something about how you have felt during English classes?</p> <p>Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?</p>
2.	<p>What bothers you the most about English classes?</p> <p>Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?</p>
3.	<p>Do you have any idea why you feel so anxious in your English classes?</p> <p>Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?</p>
4.	<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>
5.	<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>
6.	<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>
7.	<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasana anda?</p>
8.	<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>

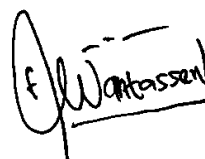
### Observation Checklist

Teacher : Leydi M. Rori, S.Pd  
 Observer : Farah Nabillah Muda Wantassen  
 Class : XI IPA  
 Skill : Speaking  
 Date observation : 01 November 2021

No.	Activities	Yes	No
1.	The teacher introduced the topic before start teaching.	√	
2.	The teacher gave an explanation on the material until finish	√	
3.	The teacher applies strategies to overcome students' anxiety in speaking English	√	
4.	The teacher made a group of students in speaking English activities.	√	
5.	The teacher used Indonesian language and English to explained the materials.	√	
6.	The teacher used media in teaching Speaking activities.	√	
7.	The teacher used the strategies to overcome students anxiety in speaking English: 1) Small group discussion 2) Games 3) Pair work 4) Using students L1 5) Drama	√ √ √	√  √

Belang, 01 November 2021

Researcher



Farah Nabillah Muda Wantassen

NIM:17.2.6.016

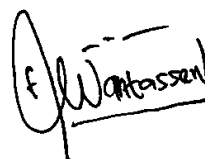
### Observation Checklist

Teacher : Leydi M. Rori, S.Pd  
 Observer : Farah Nabillah Muda Wantassen  
 Class : XI IPS  
 Skill : Speaking  
 Date observation : 22 November 2021

No.	Activities	Yes	No
1.	The teacher introduced the topic before start teaching.	√	
2.	The teacher gave an explanation on the material until finish	√	
3.	The teacher applies strategies to overcome students' anxiety in speaking English	√	
4.	The teacher made a group of students in speaking English activities.	√	
5.	The teacher used Indonesian language and English to explained the materials.	√	
6.	The teacher used media in teaching Speaking activities.	√	
7.	The teacher used the strategies to overcome students anxiety in speaking English: 1) Small group discussion 2) Games 3) Pair work 4) Using students L1 5) Drama	√ √ √	√  √

Belang, 22 November 2021

Researcher



Farah Nabillah Muda Wantassen

NIM:17.2.6.016

### TRANSCRIPT INTERVIEW

Informant : Leidy M. Rori, S.Pd  
 Dates : Monday, 25 October 2021  
 Time : 08.00-08.30 Wita  
 Place : Office room  
 Topic : The Teachers' Strategy in Overcoming Students Anxiety in Speaking English

Researcher	Informant
What is your name?  Siapa nama anda ?	my name is Leidy M. Rori
How old are you (miss/ma'am)?  Berapa umur anda?	I am 25 years old
Do students like to speak English in the classroom?  Apakah siswa suka berbicara Bahasa Inggris diruang kelas?	It depends on the teacher, if the teacher is active, the students are also active, so there is reciprocity between the teacher and the students. And, if the teacher is scary, students will be afraid to speak in class. Meanwhile, some teachers use the lecture method continuously and make students bored in class so that they do not feel enthusiastic about receiving lessons. But in my class, I try to increase their motivation to learn, so many students show their interest in English class.  Tergantung gurunya, kalau gurunya aktif pasti siswa juga aktif jadi ada timbal balik antara guru dan siswa. Jika gurunya seram, siswa akan merasa takut untuk berbicara di dalam kelas. Sementara itu ada guru yang menggunakan metode ceramah terus dan



	membuat siswa bosan didalam kelas sehingga mereka tidak merasa semangat menerima pelajaran. Namun dikelas saya, saya berusaha meningkatkan motivasi mereka untuk belajar jadi banyak siswa yang menunjukkan ketertarikan mereka di kelas Bahasa Inggris.
Are there students who feel anxious when speaking English?  Apakah ada siswa yang merasa cemas saat berbicara Bahasa Inggris?	Yes of course, they looked scared when I told them to speak in class.  Ya tentu saja, mereka terlihat takut saat saya menyuruh mereka untuk berbicara dikelas.
Does students' anxiety in speaking English affect your performance while teaching?  Apakah kecemasan siswa dalam berbicara bahasa Inggris mempengaruhi kinerja Anda saat mengajar?	It slightly affects my performance in class, but I have some strategies to overcome students' anxiety in speaking English.  Itu sedikit mempengaruhi kinerja saya dikelas, namun saya punya beberapa strategies untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris.
What makes the students feel anxious while speaking English in the classroom?  Apa yang membuat siswa merasa cemas saat berbicara bahasa Inggris di kelas?	They are anxious because they do not know much English vocabulary, so they are hesitant to speak in class.  Mereka cemas karena mereka belum tau banyak kosakata Bahasa Inggris, sehingga mereka ragu untuk berbicara didalam kelas
What is your solution to overcoming the anxiety?  Apakah solusi anda dalam mengatasi kecemasan tersebut?	I usually give them some games in class, so they are more relaxed in receiving the lesson.  Saya biasanya memberikan mereka beberapa permainan didalam kelas, agar mereka lebih santai dalam menerima pelajaran.
What kind of strategies do you use in overcoming the students' anxiety in speaking English?	Games, pair up with friends, occasionally speaks by mixing Indonesian and English and also gives them a good understanding of how to pronounce words, so that they are

<p>Strategi apa yang anda gunakan untuk mengatasi kecemasan siswa dalam berbicara bahasa inggris?</p>	<p>not afraid to make a mistake in pronouncing a word</p> <p>Permainan, berpasangan dengan teman, sesekali berbicara dengan mencampurkan Bahasa Indonesia dan Bahasa Inggris dan juga memberikan mereka pengertian cara pengucapan kata yang baik, sehingga mereka tidak takut salah dalam mengucap suatu kata.</p>
<p>Why do you use the strategies to overcome the students' anxiety in speaking English?</p> <p>Mengapa anda menggunakan strategi tersebut dalam mengatasi kecemasan siswa dalam berbicara bahasa Inggris?</p>	<p>Because that strategy attracts students' attention the most</p> <p>Karena strategi tersebut yang paling menarik perhatian siswa</p>
<p>What are the benefits of using the strategies for students in overcoming the students' anxiety in speaking English?</p> <p>Apakah manfaat dari penggunaan strategi tersebut dalam mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>	<p>The benefit is, students become bolder to speak English</p> <p>Manfaatnya adalah, siswa menjadi lebih berani berbicara Bahasa inggris</p>
<p>How do you implement the strategies in overcoming the students' anxiety in speaking English?</p> <p>Bagaimana guru bahasa inggris menerapkan strategi untuk mengatasi kecemasan siswa dalam berbahasa inggris?</p>	<p>When I asked students to speak English in class but they were afraid, an idea came up to get the students interested in starting to speak. I usually make them in groups to play games. While playing the game, I want all of the students to be involved, so that I can see their progress in speaking English.</p> <p>Ketika saya menyuruh siswa untuk berbicara Bahasa inggris dikelas namun mereka takut, muncul ide untuk membuat siswa itu tertarik untuk mulai berbicara. Saya biasanya membuat mereka dalam</p>


	<p>beberapa kelompok untuk bermain game. Selama memainkan permainan itu, saya ingin semua siswa terlibat agar saya dapat melihat perkembangan mereka dalam berbicara Bahasa Inggris.</p>
<p>Do you use small group discussion in English class?</p> <p>Apakah anda menggunakan diskusi kelompok kecil di kelas Bahasa Inggris?</p>	<p>Yes, I once made several groups in class and gave a topic for them to discuss. After that, I asked the students to present the results of their discussion in front of the class. But, I think this strategy is not very influential to overcome students' speaking anxiety, because I believe in one group, there are only a few students who can speak English, and others will just be silent and don't dare to speak English.</p> <p>Ya, saya pernah membuat beberapa kelompok didalam kelas dan memberikan sebuah topik agar mereka mendiskusikan topik tersebut. setelah itu, saya menyuruh siswa untuk mempresentasikan hasil diskusi mereka didepan kelas. saya pikir strategi ini tidak terlalu berpengaruh untuk mengatasi kecemasan berbicara siswa, karena saya yakin didalam satu kelompok tersebut, hanya ada beberapa siswa saja yang bisa berbicara bahasa Inggris, dan siswa lainnya hanya akan diam dan tidak berani berbicara bahasa Inggris</p>
<p>Do you use pair work to involve the students in-class activities?</p> <p>Apakah anda menggunakan pekerjaan berpasangan untuk melibatkan siswa dalam aktivitas kelas?</p>	<p>Yes, because students prefer to work together with classmates rather than make assignments individually. So, they prefer to be with friends when I told them to talk, for example by having a dialogue together.</p> <p>Ada, karena siswa lebih suka bekerja sama dengan teman sekelas daripada membuat tugas secara individu. Jadi, mereka lebih suka bersama teman Ketika saya menyuruh mereka untuk berbicara, misalnya dengan berdialog bersama.</p>

<p>Do you use games while you teaching English?</p> <p>Apakah anda menggunakan permainan saat anda mengajar bahasa Inggris?</p>	<p>Yes, I often give games to students. So they are more interested and relaxed to receive the material given.</p> <p>Ya, saya sering sekali memberikan permainan kepada siswa. Agar mereka lebih tertarik dan santai untuk menerima materi yang diberikan</p>
<p>What games do you often use to overcome students' anxiety in speaking English?</p> <p>Permainan apa yang sering anda gunakan untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>	<p>I usually give games like, what if.., passing marker, giving opinion and agree or disagree</p> <p>Saya biasanya memberikan permainan seperti, bagaimana jika.., mengoper spidol, memberikan opini/pendapat dan setuju atau tidak setuju.</p>
<p>Do you use simulation strategy in English class?</p> <p>Apakah anda menggunakan strategi simulasi di kelas Bahasa Inggris?</p>	<p>I never used this strategy</p> <p>Saya tidak pernah menggunakan strategi ini</p>
<p>Do you often speak by mixing Indonesia and English when teaching English to make students feel more relaxed and less intimidated?</p> <p>Apakah anda sering berbicara dengan mencampurkan Bahasa Indonesia dan Bahasa Inggris Ketika mengajar untuk membuat siswa lebih santai dan tidak terintimidasi?</p>	<p>Of course I also often use this strategy. So that students can understand what I say</p> <p>Pastinya saya juga sering menggunakan strategi ini. Agar siswa dapat mengerti apa yang saya katakan.</p>
<p>Have you ever used drama to overcome the student's anxiety in speaking English?</p>	<p>I have never asked students to play a drama, but if it is just a dialogue in class, I have</p> <p>Saya tidak pernah menyuruh siswa untuk</p>

<p>Apakah anda pernah menggunakan drama untuk mengatasi kecemasan siswa berbahasa Inggris?</p>	<p>berdrama, namun kalau hanya dialog didalam kelas, pernah</p>
<p>What is students' reaction when you used the strategy in overcoming students' anxiety in speaking English?</p> <p>Apakah reaksi siswa ketika anda menggunakan strategi tersebut untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>	<p>They were happy, the students looked more active if the teacher interspersed the material with some fun strategies. So that the teaching and learning process is not monotonous.</p> <p>Mereka sumringah, siswa terlihat lebih aktif jika guru menyelingi materi dengan beberapa strategi yang menyenangkan. Sehingga proses belajar mengajar tidak monoton .</p>
<p>What is the problem that you find when you used the strategies to overcome the students' anxiety in speaking English?</p> <p>Apakah masalah yang anda temukan pada saat menggunakan strategi tersebut untuk mengatasi kecemasan siswa dalam berbahasa Inggris?</p>	<p>The problem is, If I apply a game, students will make a fuss in the class, so the class becomes out of control. Some students do not like to learn English, so it is a bit difficult to attract their attention.</p> <p>Masalahnya adalah, jika saya mengaplikasikan sebuah permainan, siswa akan membuat keributan didalam kelas, sehingga kelas jadi tidak terkontrol . ada juga siswa yang tidak suka belajar Bahasa Inggris, sehingga agak susah untuk menarik perhatian mereka.</p>
<p>In your opinion, what is the most appropriate strategy to overcome students' anxiety in speaking English?</p> <p>Menurut anda, apa strategi yang paling pas untuk mengatasi kecemasan siswa dalam berbicara Bahasa Inggris?</p>	<p>I think games, pair work, and using students' L1 are the right strategies to overcome students' anxiety in speaking English. Because with that strategies, students are more active and enthusiastic in class, become bolder to speak English, and can also understand the material that I have explained.</p> <p>Saya rasa Permainan, pair work dan mencampurkan antara Bahasa Indonesia dan Inggris adalah strategi yang tepat untuk mengatasi kecemasan siswa dalam</p>

	<p>berbicara Bahasa Inggris. Karena dengan strategi itu, siswa lebih aktif dan semangat di dalam kelas, menjadi lebih berani untuk berbicara Bahasa Inggris dan juga bisa mengerti tentang materi yang sudah saya jelaskan.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Interviewee



Leidy M Rori, S.Pd

### TRANSCRIPT INTERVIEW

Informant : Bunga Pakaya  
 Dates : Monday, 01 November 2021  
 Time : 08.30-08.50 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name?  Siapa nama kamu?	Bunga Pakaya
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	During English lesson I feel happy because English is my favorite subject  Selama pelajaran Bahasa Inggris, bunga rasa senang no kak lantaran Bahasa Inggris kwa mata pelajaran yang paling bunga suka.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	Nothing, but I'm not good at speaking English  Ndak ada sih, mar bunga kwa kurang tau ba Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	Yes, because I don't understand what the teacher said, I feel worried in class  Io kak, lantaran ndak mangarti apa yang mem dabilang, jadi bunga rasa khawatir no didalam kelas.

<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>I'm afraid my pronunciation is wrong</p> <p>Bunga tako tasalah bacumu.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Friends often laugh if I make a mistake</p> <p>Tamang-tamang jaga tatawa akang no setiap motasalah.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes</p> <p>Io kak</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Explanation, because the teacher usually explains slowly so I can understand. Games can also overcome my anxiety because I can feel relaxed to face the lesson.</p> <p>Penjelasan, karena guru biasa mo ba jelaskan plang-plang jadi bunga mengerti. Permainan le boleh mo atasi rasa kecemasan, lantaran bunga boleh mo rasa ba santai pas mo belajar.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>The strategy had a good effect on me, and I became easy to understand and felt very relaxed in class</p> <p>Strategi itu memberika efek yang baik for</p>



	bunga, jadi gampang mengerti dan jadi rasa santai didalam kelas.
--	------------------------------------------------------------------

### TRANSCRIPT INTERVIEW

Informant : Fadillah Gani  
 Dates : Monday, 01 November 2021  
 Time : 08.50-09.00 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Fadillah Gani
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am very happy with this lesson because we can practice our English skills and continue to learn more about this lesson so that we can increase our vocabulary  Kita senang dengan pelajaran ini karena boleh melatih kemampuan Bahasa Inggris dengan terus belajar lebih tentang pelajaran ini supaya orang boleh tambah kosakata dengan atau dengan cara membaca.
What bothers you the most about English classes?	I don't think anything bothers me but maybe other friends are embarrassed if the pronunciation of their vocabulary is English is wrong and I'm also not very good at speaking

<p>Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?</p>	<p>English but I'm still learning.</p> <p>Ndak ada yang mengganggu sih kak, mar tamang-tamang malu to kalo dorang salah baca tu kosakata Bahasa Inggris, dengan kita le bulum talalu boleh ba Bahasa Inggris mar tamo belajar no.</p>
<p>Do you have any idea why you feel so anxious in your English classes?</p> <p>Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?</p>	<p>I don't feel anxious because in class we learn to increase knowledge about English lessons and I am very happy</p> <p>Kita ndak rasa cemas karena dikelas kang torang belajar for tambah-tambah pengetahuan tentang Bahasa Inggris, jadi kita senang no.</p>
<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Often, I feel anxious if my pronunciation of vocabulary is wrong</p> <p>Lengkali ja no kak tako kalo kita dapa salah babaca tu kosakata</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Many friends in class laugh at me, but I think it's okay because we are in the learning stage, so we have to practice continuously so that there are no mistakes in speaking</p> <p>Tamang-tamang diklas banyak yang tatawa</p>

	<p>akang mar tapikir ndakpapa karena torang ada ditahap balajar, jadi musti latih trus supaya so ndak ada salah kalo mo bacirita.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, all teachers must have strategies to overcome the anxiety that we experience. Starting from speaking, so that we can understand and not make mistakes</p> <p>Io, kan samua guru pasti ada strategi to kak for mo atasi ni torang pe kecemasan sama deng kak da bilang. Mulai dari bacirita sampe torang mo mangarti deng ndak mo bekeng salah.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I think the pair work strategy can overcome my anxiety because with a partner I will not feel nervous when speaking because I have a friend next to me</p> <p>Menurut kita strategi yang mo berpasangan dengan tamang yang boleh mo atasi tape kecemasan, karena kalo baku par kita ndak mo gugup kalo mo bacirita karena ada tamang disei pa kita.</p>

<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I find it easier to learn English.</p> <p>Kita rasa lebe gampang for mo balajar Bahasa Inggris.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------

### TRANSCRIPT INTERVIEW

Informant : Najliha Abraham  
 Dates : Monday, 01 November 2021  
 Time : 09.10-09.30 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used of an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name?  Siapa nama kamu?	Najliha Abraham
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am very happy with the English lesson  Saya senang dengan pelajaran Bahasa Inggris .
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am not confident because I am ashamed to speak English in front of friends.  Kita ndak percaya diri lantaran malu mobacirita Bahasa Inggris dimuka tamang-tamang kak.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	The lack of self-confidence that I feel makes me anxious while learning English.  Rasa ndak percaya diri yang ta da rasa bekeng kita tako pas samantara belajar Bahasa Inggris.

<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>I'm afraid if I pronounce it wrong</p> <p>Tatako kalo kita salah babaca</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Some friends listen when I speak, and some friends laugh when I talk</p> <p>Ada tamang yang badengar kalo kita bacirita, adale tamang yang tatawa pas kita bacirita.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Often</p> <p>Sering</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>The teacher often told us to try to speak English with our classmates and try to be calm during the lesson.</p> <p>Mem jaga suruh coba-coba bacirita Bahasa inggris no dengan tamang satu klas deng coba tenang pas samantara balajar.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>Feel more confident and more able to speak English.</p> <p>Rasa lebe percaya diri deng lebe boleh bacirita Bahasa inggris.</p>

### TRANSCRIPT INTERVIEW

Informant : Salwa Kandou  
 Dates : Monday, 01 November 2021  
 Time : 09.10-09.30 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Salwa Kandou
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am very happy with the English lesson  Kita senang kalo belajar Bahasa Inggris.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am not confident because I am not fluent in english  Ta ndak percaya diri karena ndak fasih bacirita Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	Yes, as I said earlier, I am not confident in speaking English.  Ya, sama dengan pa yang ta da bilang tadi kalo kita ndak percaya diri bacirita Bahasa Inggris.
Why do you feel anxious while you speak English?  Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?	Because I can't speak English.



	Karena kita nintau bacirita Bahasa Inggris.
How do you think people in your classroom will react if you make a mistake?  Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?	The reaction of my friends was very disapproving. Some of them are laughed when I just started talking  Tamang-tamang pe reaksi ndak biasa kak. Ada yang tatawa pas kita baru mo mulai bacirita.
Is the English teacher use some strategies to overcome your anxiety in speaking English?  Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?	Yes, English teachers usually give games on the sidelines of the lesson.  Io, guru Bahasa Inggris bisa ja kase games disela-sela pelajaran.
What strategies can overcome your anxiety?  Strategi apa yang bisa mengatasi kecemasan anda?	Games, because I can have fun during lessons  Games, karena ta boleh basanang-sanang selama pelajaran.
What impact did you feel after the teacher applied the strategy?  Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?	I feel a little more confident to speak English.  Kita sorasa sadiki lebe percaya diri kak pas bacirita Bahasa Inggris.

### TRANSCRIPT INTERVIEW

Informant : Intan Ahmad  
 Dates : Monday, 01 November 2021  
 Time : 09.30-09.45 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Intan Ahmad
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	During the English lesson, I feel nervous because I can't speak English.  Selama pelajaran Bahasa Inggris, kita rasa gugup karena ta nintau berbahasa Inggris.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am afraid of being appointed by the teacher to come to the front of the class.  Tatako komang kalo mem mo tunjung mo maju kamuka kelas.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am afraid to speak English.  kita tako bicara Bahasa inggris.
Why do you feel anxious while you speak English?  Apa yang membuat anda merasa cemas saat	I am worried because I really don't know how to speak English.

berbicara Bahasa Inggris?	Kita cemas kwa karena memang nintau bacirita Bahasa Inggris sama sekali.
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>My friends whisper to each other and laugh</p> <p>Tape tamang-tamang ja baku bise kong tatawa.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris</p>	<p>Yes, the English teacher usually gives games and also we are often paired with classmates.</p> <p>Ya, mem biasa ja kase games deng torang ja dapa kase baku par deng tamang satu kelas.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I think I like games the most because we do not get tense during the lesson.</p> <p>Tapaling suka games no, karena ndak mo tegang kalo mo belajar.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I began to be able to speak English, although only a little bit I began to dare to speak.</p> <p>Somulai boleh bacirita Bahasa Inggris, biar lengkali Cuma sadiki dang mar somulai brani bacirita.</p>

### TRANSCRIPT INTERVIEW

Informant : Nabila Sineke  
 Dates : Monday, 01 November 2021  
 Time : 09.46-09.55 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Nabila Sineke
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I'm concerned about my English skills. kita rasa khawatir dengan kita pe pengetahuan Bahasa Inggris
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am so afraid when the teacher will ask me in English Tatako skali kalo mem mob a tanya kong pake Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am worried because I can not speak English well Kita ja khawater karena ndak bisa bacirita Bahasa Inggris dengan baik.
Why do you feel anxious while you speak English? Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?	I am worried because I really don't know how to speak English. Kita cemas karena nintau bacirita Bahasa Inggris

<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Many of my friends laughed if I made mistakes</p> <p>Banyak tamang tatawa no kalo tamo bekeng salah</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, the English teacher often gives games to us while teaching.</p> <p>Ya, mem biasa jaga kase games pa torang kalo mengajar.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I am more interested in strategy of pairing with friends</p> <p>Kita lebe tertarik tentang itu strategi yang mo baku par deng tamang dang.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I become brave to speak English when I speak in pairs with friends</p> <p>Kita jadi lebe brani bacirita Bahasa Inggris kalo bacirita baku par deng tamang.</p>

### TRANSCRIPT INTERVIEW

Informant : Afif Ntoma  
 Dates : Monday, 01 November 2021  
 Time : 10.05-10.20 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name?  Siapa nama kamu?	Afif Ntoma
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	Sometimes my head hurts when learning English, but it is fun too  Lengkali tpe kapala ja saki pas belajar Bahasa Inggris, mar ada depe seru no.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am not fluent in English, so I am afraid to speak English. In class X the teacher also never explained the material in detail, because we studied from home.  Ta ndak fasih bacirita Bahasa Inggris kw kak jadi tako bacirita Bahasa Inggris. Pas kelas X guru le ndak pernah menjelaskan materi serinci, karena torang kw sekolah dari rumah.
Do you have any idea why you feel so anxious in your English classes?	I am just worried about my ability to speak english

<p>Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?</p>	<p>Kita kua Cuma khawatir pa tpe kemampuan berbahasa Inggris kak.</p>
<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Like I said before, I am not confident in my English skills.</p> <p>Sama deng yang kita da bilang tadi to kalo kita ndak percaya diri pa tape kemampuan bacirita Bahasa Inggris.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Friends will laugh, but they also give advice to justify my pronunciation</p> <p>Tamang-tamang mo tatawa no katu, mar dorang mo kase nasehat no supaya tape pengucapan mo butul</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, there is</p> <p>Io, adano</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>The strategy that I feel can overcome my anxiety is games. Because I often have a headache while learning English, playing a game can calm my brain</p> <p>Strategi yang tarasa boleh mo atasi tpe kecemasan sih permainan. Karena kita ja saki kapala kalo balajar Bahasa Inggris,</p>

	dengan bermain permainan boleh setenang tape otak.
What impact did you feel after the teacher applied the strategy?	My impact is that I am more confident in speaking English, even I like it when the teacher tells me to speak in front of the class.
Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?	Dampaknya adalah kita lebe percaya diri kalo bacirita Bahasa Inggris. Sampe kita suka kalo mem mo suruh bacirita dimuka klas.



### TRANSCRIPT INTERVIEW

Informant : Ridho Suronoto  
 Dates : Monday, 01 November 2021  
 Time : 10.20-10.35 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name?  Siapa nama kamu?	Ridho Suronoto
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I like to learn English, but sometimes this lesson is very difficult to understand  Kita suka no balajar Bahasa Inggris, mar lengkali ni pelajaran pe raja siksa tamo mangarti.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	The thing that bothers me is when starting a conversation. I can not say what I want to say because I do not know much vocabulary  Hal yang mengganggu pa kita pas kalo mo mulai percakapan. Kita ndak bisa mo bilang apa yang tamo bilang kak, karena kita kurang tau banyak kosakata.
Do you have any idea why you feel so anxious in your English classes?	I do not feel anxious, I just often get confused when I do not understand

<p>Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?</p>	<p>what the teacher was saying.</p> <p>Kita ndak rasa cemas sih, tacuma jaga bingung kalo kita ndak mangarti apa yang mem dabilang.</p>
<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>As I said before, I am not worried during the lesson, I just can not understand this lesson</p> <p>Sama deng ta da bilang tadi dang kak, kita ndak rasa cemas kalo samantara balajar, tacuma ndak mangarti ni pelajaran ini.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Friends mock and laugh at me</p> <p>Tamang tamang ja baterek deng tatawa akang pa kita .</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, there are several strategies</p> <p>Ya, ada beberapa strategi</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Pair up with classmates and when the teacher mixes Indonesian and English</p> <p>Berpasangan deng tamang satu klas dengan pas mem mocampur Bahasa Indonesia deng Bahasa Inggris.</p>

<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>In class, the teacher allows us to use mixed languages so I am more motivated to speak English even though I only know a little bit</p> <p>Kalo diklas kwa, mem kase no bairita Bahasa inggris mar campur deng Bahasa Indonesia jadi kita le so termotivasi bacirita Bahasa inggris biar Cuma tau sasadiki.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### TRANSCRIPT INTERVIEW

Informant : Andini Gagu  
 Dates : Monday, 01 November 2021  
 Time : 10.35-10.40 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by an English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Andini Gagu
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I like to learn English, this lesson is fun  Tasuka belajar Bahasa Inggris, pe sadap mo belajar ini.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am afraid to get homework, because I will do it myself at home  Tatako kalo modapa PR, karena kita mo bekeng sandiri dirumah.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I can not speak English fluently  Kita ndak lancar bacirita Bahasa Inggris
Why do you feel anxious while you speak English?  Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?	I feel nervous when the teacher tells me to come to the front of the class to speak English.  Tamo gugup kwa kak kalo mem mo suruh pa kita momaju kamuka

	<p>klas kong bacirita Bahasa Inggris.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Thew will laugh at me</p> <p>Dorang mo tatawa akang pa kita.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, of course</p> <p>Ya, tentu saja</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Games, because it can make me relax</p> <p>Permainan, karena kitab oleh santai dang di klas.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>My mind is not depressed and more confident in speak English</p> <p>Tape pikiran jadi ndak tertekan den glebe percaya diri bacirita Bahasa Inggris.</p>

### TRANSCRIPT INTERVIEW

Informant : Rizali Muslim  
 Dates : Monday, 01 November 2021  
 Time : 11.00-11.10 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Rizali Muslim
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	This lesson can be simple at times, but it can also be challenging  Ni pelajaran kwa kadang-kadang sederhana, mar boleh le menantang.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am afraid to speak English  Tatako bacirita Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am worried because I can not speak English well in class.  Kita cemas karena ta ndak bisa bacirita Bahasa inggris dengan baik di kelas.
Why do you feel anxious while you speak English?	I am so anxious to speak English because I am afraid I will pronounce it wrong.

<p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Kita cemas kalo mo bacirita, karena tatako tape pengucapan salah.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>They try to fix my mistake.</p> <p>Dorang jaga sebutul no tape kesalahan kak.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, for example, games to make students in class more relaxed.</p> <p>Io, contoh games untuk membuat siswa lebih santai dikelas.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Games of course, because I like to play</p> <p>Games no, karena kita suka bermain.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>More relaxed and more confident to speak</p> <p>Lebe santai deng lebe percaya diri kalo bacirita.</p>

### TRANSCRIPT INTERVIEW

Informant : Abit Tolas  
 Dates : Monday, 01 November 2021  
 Time : 11.15-11.25 Wita  
 Place : Class XI IPA  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu?	Abit Tolas
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am very happy to learn English, but I am also nervous because of the difficulty of the lesson.  Kita senang no belajar Bahasa Inggris, mar kita le gugup karena pesiksa ni pelajaran.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I do not understand what the teacher is saying when using English.  Kita ndak mangarti apa yang mem bilang kalo pake Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I can not speak English fluently  Kita ndak lancar bacirita Bahasa Inggris.
Why do you feel anxious while you speak English?  Apa yang membuat anda merasa cemas saat	I am afraid that I will make mistakes because I am not fluent in English.  Kita tako kage kita mo tasalah karena kita ndak



berbicara Bahasa Inggris?	fasih bacirita Bahasa Inggris.
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Some laughed, mocked and some had normal reactions.</p> <p>Ada yang tatawa, baterek dena da le yang biasajo</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, like games and group work</p> <p>Ya, seperti permainan deng kerja kelompok.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>By providing useful games to increase knowledge of English.</p> <p>dengan memberikan games bermanfaat supaya mo menambah pengetahuan berbahasa Inggris.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I became more relaxed and enthusiastic about learning English.</p> <p>Kita jadi lebe santai deng semangat dalam belajar Bahasa inggris.</p>

### TRANSCRIPT INTERVIEW

Informant : Denada Tulis  
 Dates : Monday, 22 November 2021  
 Time : 08.00-08.10 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Denada Tulis
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	feel excited to learn English rasa bersemangat untuk belajar Bahasa Inggris
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	The thing that bothers me is when I want to speak, I can not say it because I am not good at memorizing vocabulary Hal yang mengganggu pa kita, Ketika kita mo bacirita mar nimbole mo utarakan karena kurang dalam menghafal kosakata.
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I feel anxious because I am afraid that I cannot understand the material given by the teacher Kita cemas karena tako ndak mo dapa mangarti materi yang guru dakase.

<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>I'm afraid my pronunciation is wrong</p> <p>Tako tape pengucapan salah.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Friends do not pay attention to the mistakes that I made</p> <p>Tamang-tamang ndak ba perhatikan kesalahan yang kita da bekeng.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, of course</p> <p>Ya tentu saja</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Game</p> <p>Permainan</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I feel more excited to learn English until I can speak fluently</p> <p>Kita lebe rasa bersemangat untuk belajar Bahasa Inggris sampe kita lancar bacirita.</p>

### TRANSCRIPT INTERVIEW

Informant : Fira Puili  
 Dates : Monday, 22 November 2021  
 Time : 08.15-08.25 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name?  Siapa nama kamu ?	Fira Puili
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I like to learn English, but sometimes this lesson is very difficult to understand  Saya senang belajar Bahasa Inggris, namun kadang-kadang ni pelajaran pe siksa.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	The thing that bothers me is when starting a conversation. I can not say what I want to say because I do not know much vocabulary  Hal yang mengganggu Ketika memulai percakapan. Kita ndak bisa mo bilang apa yang tasuka bilang, lantaran kita nintau banyak kosakata.
Do you have any idea why you feel so anxious in your English classes?	I am afraid when the teacher will tell me to speak English.

Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	Tatako kalo mem mo suruh bacirita Bahasa inggris.
Why do you feel anxious while you speak English?  Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?	Because I can not speak English at all  Karena kita nintau bacirita Bahasa Inggris sama skali kak.
How do you think people in your classroom will react if you make a mistake?  Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?	My classmates are just silent because maybe they also do not know if I made a mistake.  Tamang-tamang Cuma mo badiam no kak lantaran dorang le nintau sto kalo kita dabekeng salah.
Is the English teacher use some strategies to overcome your anxiety in speaking English?  Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?	Yes  Ya
What strategies can overcome your anxiety?  Strategi apa yang bisa mengatasi kecemasan anda?	I like it when the teacher speaks mixed Indonesia and English  Tasuka kalo mem mo bacirita kong mocampur Bahasa Indonesia deng Bahasa Inggris.
What impact did you feel after the teacher applied the strategy?  Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?	I can understand the material and I started trying to speak English  Kita mo mangarti materi deng kita le berusaha mo bacirita Bahasa Inggris.

### TRANSCRIPT INTERVIEW

Informant : Risman Pasagi  
 Dates : Monday, 22 November 2021  
 Time : 08.30-08.45 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Risman Pasagi
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	If the teacher who teaches is fun, the teaching and learning process will also be fun Kalo guru yang mengajar menyenangkan, proses belajar mengajar le mo menyenangkan
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I was a little disturbed when the teacher told me to speak English in front of the class Kita sadiki terganggu kak kalo mem mo suruh bacirita Bahasa inggris dimuka klas pa kita.
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am worried because I can not speak English Saya cemas karena nintau bacita Bahasa Inggris.

<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>I do not know what I want to say, because I do not know English vocabulary</p> <p>Kita nintau apa yang tamo bilang, lantaran kita nintau kosakata Bahasa Inggris.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>They will laugh of course</p> <p>Tatawa no katu</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes</p> <p>Ya</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Game, because I like to play</p> <p>Permainan, karena kita suka bermain</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>Games can make me relaxed in class</p> <p>Permainan bekeng rileks dikelas.</p>

### TRANSCRIPT INTERVIEW

Informant : Kimberly Awalong  
 Dates : Monday, 22 November 2021  
 Time : 08.50-09.00 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Kimberly Awalong
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I feel happy Saya merasa senang
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	When the teacher asks me, and I can not answer it Ketika mem mo ba tanya, kong kita ndak bisa mo jawab.
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	Actually I am not too worried during English class Sebenarnya kak, kita ndak talau cemas sih di kelas Bahasa Inggris.
Why do you feel anxious while you speak English?	Because when I try to speak English, many people pay attention to me so I feel nervous and shy



<p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Karena, pas kita mo coba bacirita Bahasa Inggris, banyak yang mob a haga pa kita jadi kita gugup deng malu.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>They usually laugh and ridicule me, but that is normal</p> <p>Biasa dorang ja tatawa akang deng terek pa kita, mar itu kwa sobiasa.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, the teacher often gives us some games, and also sometimes makes groups of two people</p> <p>Ya , mem jaga kase permainan pa torang, deng lengkali le ja bekeng grup dua orang bagitu dang.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>The strategy that works for me is when pairing two people, so I can be with my friends</p> <p>Strategi yang cocok for kita itu, dengan mengelompokkan dua orang karena boleh deng tamang.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I feel more confident to speak English when I have a friend beside me</p> <p>Ta lebe percaya diri mobacirita Bahasa</p>

	Inggris kalo ada tamang disei pa kita.
--	-------------------------------------------

### TRANSCRIPT INTERVIEW

Informant : Suci Malurung  
 Dates : Monday, 22 November 2021  
 Time : 09.00-09.15 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Suci Malurung
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am just like it if the material given is easy to understand  Kita cuma suka kalo depe materi gampang modapa mangarti.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	What bothers me the most is when the teacher asks us to speak English separately.  Yang paling mengganggu pa kita, kalo mem mo tunjung bacirita Bahasa inggris sandiri-sandiri.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am anxious to speak English  kita cemas no kak bacirita Bahasa Inggris
Why do you feel anxious while you speak English?	I feel pressured when the teacher tells me to speak English

<p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Kita rasa tertekan kalo mem mo suruh bacirita Bahasa Inggris.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Laugh of course</p> <p>Tatawa no kak.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, occasionally</p> <p>Ya, sesekali</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>Game</p> <p>Permainan</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>More relaxed and confident to talk</p> <p>Lebe santai deng percaya diri kalo mobacirita.</p>

### TRANSCRIPT INTERVIEW

Informant : Firman Miha  
 Dates : Monday, 22 November 2021  
 Time : 09.15-09.25 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Firman Miha
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	This lesson is challenging  Pelajaran ini sangat menantang
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	When the teacher explains in English  Pas mem mo ba jelaskan pake Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	Like I said earlier, the teacher often uses English in class so I do not understand.  Sama deng kita bilang tadi kak, mem jaga pake Bahasa Inggris dikelas to, jadi kita ndak mangarti.
Why do you feel anxious while you speak English?	Of course I am worried, because I can not speak English

<p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Cemas no tentu, karena kita nintau Bahasa Inggris dang</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Laugh out loud</p> <p>Tangisi-ngisi</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes</p> <p>Ya</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I like it when the teacher speaks English but occasionally intersperses it with Indonesian. And also get us used to talking by mixing the two languages.</p> <p>Tasuka kao mem mobacirita Bahasa Inggris, mar lengkali ja pake le Bahasa Indonesia. Jadi mo sebiasa pa trg kalo mobacirita mo campur dua Bahasa tudia.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>In my opinion, by mixing English and Indonesian, I am more daring to speak, because if I do not know the English vocabulary, I can use Indonesian.</p> <p>Menurut kita, dengan torang mocampur</p>

	Bahasa Inggris dan Indonesia, kita lebe brani bacirita, karena kalo kita nintau apa depe Bahasa Inggris, taboleh mopake Bahasa Indonesia.
--	-------------------------------------------------------------------------------------------------------------------------------------------

### TRANSCRIPT INTERVIEW

Informant : Naysila Manampa  
 Dates : Monday, 22 November 2021  
 Time : 09.25-09.40 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Naysila Manampa
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am quite happy to learn English Kita cukup senang sih bljar Bahasa Inggris.
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	Speak English Bacrita Bahasa inggris
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am afraid when the teacher will ask me in English Tatako kalo mem mo batanya pa kita pake Bahasa Inggris.
Why do you feel anxious while you speak English? Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?	I am afraid, I will make mistakes when I speak English Tatako kalo kita modapa beking salah pas tmo bacirita Bahasa Inggris.



<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>My friends just laugh</p> <p>Tamang-tamang Cuma mo tatawa</p>
<p>is the English teacher use some strategies to overcome your anxiety in speaking English? Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes</p> <p>Ya</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I like it when the teacher divides us into pairs and starts playing games</p> <p>Tasuka kalo mem mobahagi jadi babaku par kong mo bermain.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I feel relaxed in class and I try to speak English</p> <p>Kita lebe merasa tenang di klas deng ta le berusaha dang mo bacrita Bahasa Inggris.</p>

### TRANSCRIPT INTERVIEW

Informant : Putri Djurumudi  
 Dates : Monday, 22 November 2021  
 Time : 09.40-10.00 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Putri Djurumudi
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am not very happy to learn English Kita ndak talalu suka balajar Bahasa Inggris
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am disturbed because I can not speak English Kita terganggu karena nintau bcrita bahasa inggris
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am anxious because I do not understand and can not speak English Cemas karena ndak mangarti deng nintau bahasa Inggris.
Why do you feel anxious while you speak English? Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?	I am anxious because I can not speak English at all

	Cemas karena nintau bacirita Bahasa Inggris sama sekali.
How do you think people in your classroom will react if you make a mistake?  Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?	My friends are laughing at me  Tamang-tamang tatawa akang pa kita kak.
is the English teacher use some strategies to overcome your anxiety in speaking English?  Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?	Yes  Ya
What strategies can overcome your anxiety?  Strategi apa yang bisa mengatasi kecemasan anda?	Play games and pair up with friends in class. Because I am shy when I am alone  Bermain permainan deng mo berpasangan deng teman di klas. Karena kita malu kalu Cuma sandiri.
What impact did you feel after the teacher applied the strategy?  Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?	I am not depressed and embarrassed when I speak English with friends, even though I can only speak English a little bit  Ta jadi ndak tertekan kak deng ndak malu kalo mobacirita Bahasa Inggris deng tamang. Biarle bacirita Bahasa Inggris Cuma sadiki-sadiki.

### TRANSCRIPT INTERVIEW

Informant : Taufik Simons  
 Dates : Monday, 22 November 2021  
 Time : 10.00-10.20 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name?  Siapa nama kamu ?	Taufik Simons
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	During the English lesson, I feel nervous because I can not speak English.  Selama pelajaran Bahasa Inggris kita gugup trus lantaran nintau Bahasa Inggris.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I am afraid of being appointed by the teacher to come to the front of the class.  Tako mo dapa tunjung guru maju kedepan kelas.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am just worried about my ability to speak English  Tacuma khawatir pa tape kemampuan kalo mo bacirita Bahasa Inggris.

<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>Like I said before, I am not confident in my English skill.</p> <p>Sama deng yang kita da bilang tadi dang kak, kalo kita ini ndak percaya diri deng tape kemampuan Bahasa Inggris.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Friends often laugh if I make a mistake</p> <p>Tamang-tamang ja tatawa akang no kalo kita mo tasalah.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, the English teacher often gives games to us in classroom.</p> <p>Io, mem ja sebermain pa torang didalam kelas.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I am more interested in playing games in class.</p> <p>Kita lebe tertarik kalo mo bermain games di klas.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I feel more relaxed and excited in class</p> <p>Kita lebe santai rileks deng semangat di dalam kelas.</p>

### TRANSCRIPT INTERVIEW

Informant : Alfito Lahengki  
 Dates : Monday, 22 November 2021  
 Time : 10.25-10.40 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.

Researcher	Informant
What is your name? Siapa nama kamu ?	Alfito Lahengki
Please tell me something about how you have felt during English classes? Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	I am happy but I also find this lesson very difficult  Sanang sih mar tarasa le ni pelajaran pe siksa skali.
What bothers you the most about English classes? Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I did not understand what the teacher was said when using English  Ta ndak ja mangarti apa yang mem dabilang kalo pake Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes? Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I am afraid that the teacher will tell me to speak English  Tatako kalo mem mosuruh bacirita Bahasa Inggris.
Why do you feel anxious while you speak English? Apa yang membuat anda merasa cemas saat	I am embarrassed that I will make mistakes because I am not fluent in English

berbicara Bahasa Inggris?	Malu mo dapa bacirita salah karena kita ndak fasih ba Bahasa Inggris.
How do you think people in your classroom will react if you make a mistake?  Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?	Someone laughs and mocks me  Ada yang tangisi, ada yang baterek.
Is the English teacher use some strategies to overcome your anxiety in speaking English?  Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?	Yes, like games  Io, seperti games
What strategies can overcome your anxiety?  Strategi apa yang bisa mengatasi kecemasan anda?	Games of course  Games no
What impact did you feel after the teacher applied the strategy?  Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?	More relaxed  Lebih santai

### TRANSCRIPT INTERVIEW

Informant : Akbar Tulis  
 Dates : Monday, 22 November 2021  
 Time : 10.40-11.00 Wita  
 Place : Class XI IPS  
 Topic : Opinion about strategies that are used by English teacher in overcoming students' anxiety in speaking English.


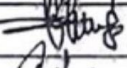
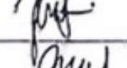
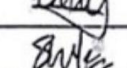
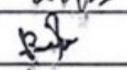
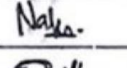

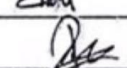

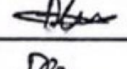
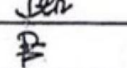
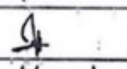
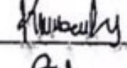

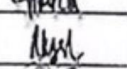
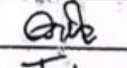

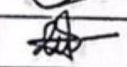
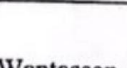
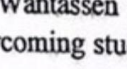



Researcher	Informant
What is your name?  Siapa nama kamu ?	Akbar Tulis
Please tell me something about how you have felt during English classes?  Tolong beri tahu saya sesuatu tentang bagaimana perasaan anda selama kelas Bahasa Inggris?	The point is, this lesson is very difficult.  Pokoknya ini pelajaran siksa skali.
What bothers you the most about English classes?  Apa yang paling mengganggu anda tentang kelas Bahasa Inggris?	I do not really feel there is anything that bothers me during learning English, but I am not fluent in speaking English.  Kita ndak talalu asa ada hal yang mengganggu selama belajar Bahasa Inggris, mar ta ndak lancar no bacirita Bahasa Inggris.
Do you have any idea why you feel so anxious in your English classes?  Apakah anda tahu mengapa anda merasa sangat cemas di kelas Bahasa Inggris?	I do not feel anxious when learning English  Kita ndak cemas e kalo mo blajar Bahasa Inggris.



<p>Why do you feel anxious while you speak English?</p> <p>Apa yang membuat anda merasa cemas saat berbicara Bahasa Inggris?</p>	<p>I am not anxious, but I am just not confident when I speak English</p> <p>Kita ndak cemas kak, mar kita ndak percaya diri kalo mo bacirita Bahasa Inggris.</p>
<p>How do you think people in your classroom will react if you make a mistake?</p> <p>Menurut anda, bagaimana reaksi orang-orang dikelas jika anda melakukan kesalahan?</p>	<p>Many friends in class laugh at me</p> <p>Banyak tamang-tamang no yang tatawa akang pa kita.</p>
<p>Is the English teacher use some strategies to overcome your anxiety in speaking English?</p> <p>Apakah guru Bahasa Inggris menggunakan beberapa strategi untuk mengatasi kecemasan anda dalam berbicara Bahasa Inggris?</p>	<p>Yes, all teachers must have strategies</p> <p>Ya, samua guru pasti ada strategi.</p>
<p>What strategies can overcome your anxiety?</p> <p>Strategi apa yang bisa mengatasi kecemasan anda?</p>	<p>I like games, because playing can entertain me when I am in English class.</p> <p>Tasuka permainan, karena dengan bermain boleh mo terhibur kalo ada balajar di kelas Bahasa Inggris.</p>
<p>What impact did you feel after the teacher applied the strategy?</p> <p>Dampak apa yang anda rasakan setelah guru mengaplikasikan strategi tersebut?</p>	<p>I am more confident in speaking English but occasionally mix it with Indonesia.</p> <p>Kita lebe percaya diri bacirita Bahasa Inggris mar lengkali ja campur deng Bahasa Indonesia.</p>

### LIST OF INTERVIEW

We are the signed below:

No.	Name	Position	Sign
1.	Leidy M Rori, S.Pd	Student of XI IPA	
2.	Bunga Pakaya	Student of XI IPA	
3.	Afif Ntoma	Student of XI IPA	
4.	Fadillah Gani	Student of XI IPA	
5.	Salwa Kandou	Student of XI IPA	
6.	Ridho Suronoto	Student of XI IPA	
7.	Najliha Abraham	Student of XI IPA	
8.	Abit Tolas	Student of XI IPA	
9.	Nabila Sineke	Student of XI IPA	
10.	Rizali Muslim	Student of XI IPA	
11.	Intan Ahmad	Student of XI IPA	
12.	Andini Gagu	Student of XI IPA	
13.	Denada Tulis	Student of XI IPS	
14.	Risman Pasagi	Student of XI IPS	
15.	Fira Puili	Student of XI IPS	
16.	Kimberly Awalong	Student of XI IPS	
17.	Suci Malurung	Student of XI IPS	
18.	Firman Miha	Student of XI IPS	
19.	Naysila Manampa	Student of XI IPS	
20.	Putri Djurumudi	Student of XI IPS	
21.	Taufik Simons	Student of XI IPS	
22.	Akbar Tulis	Student of XI IPS	
23.	Alfito Lahengki	Student of XI IPS	

It was right to be interviewed by Farah Nabillah Muda Wantassen in the interest of research with the title "The teachers' strategy in overcoming students' anxiety in speaking English at MA Muhammadiyah Belang".

Thus this certificate of reference is made, to use as needed.



Picture 1. Interview with English Teacher Miss Leidy Rori on 22 October 2021





Picture 2. Observing how the teacher applies the strategy in XI IPA on 01 November 2021



Picture 3. Interview with student of XI IPA on 01 November 2021



Picture 4. Interview with student of XI IPA on 01 November 2021



Picture 5. Interview with students of XI IPS on 22 November 2021





Pictures 6. Interview with students of XI IPS on 22 November 2021



Picture 7. Interview with student of XI IPS on 22 November 2021



Pictures 8. Observing how the teacher applies the strategy in XI IPA on 01  
November 2021

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA Muhammadiyah Belang	Kelas/ Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 40 Menit
Materi Pokok	: Offer and Suggestions		

#### A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat:

1. Mengidentifikasi tujuan teks ungkapan memberi saran dan tawaran, serta responnya.
2. Mengidentifikasi struktur teks ungkapan memberi saran dan tawaran, serta responnya.
3. Mengidentifikasi unsur kebahasaan teks ungkapan memberi saran dan tawaran, serta responnya.
4. Menyebutkan ungkapan memberi saran dan tawaran, serta responnya.
5. Mendemonstrasikan ungkapan saran dan tawaran, serta responnya, dengan menggunakan tata bahasa, pengucapan, pemilihan kata yang tepat dan lancar.

#### Media Pembelajaran & Sumber Belajar

❖ Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	: Penggaris, spidol, papan tulis, & Laptop
❖ Sumber Belajar	: Buku Bahasa Inggris Kelas XI, Kemendikbud, 2017

#### B. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

##### Kegiatan Pendahuluan (10 Menit)

- Guru Memberi Salam
- Guru Memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa seara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan.

##### Kegiatan Inti (60 Menit)

###### Mengamati

- Siswa mengamati contoh percakapan tentang ungkapan memberi saran dan tawaran yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.
- Guru membimbing siswa untuk meneladani contoh yang telah disajikan.

###### Mempertanyakan

- Dengan pengarahannya guru, siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan memberi saran dan tawaran.
- siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan.

#### **Bereksplorasi**

- Siswa dibentuk untuk saling berpasangan
- Guru memberi beberapa kartu berisi situasi sederhana terkait materi, tiap pasangan mendapat kartu yang berbeda-beda.
- Siswa berdiskusi terkait dengan kartu situasi yang telah diberikan.

#### **Mengasosiasi / Menganalisis**

- Dengan bimbingan guru, Siswa membuat sebuah percakapan dengan kelompoknya untuk dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan memberi saran dan tawaran.
- Siswa memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

#### **Berkomunikasi**

- Siswa bermain peran dengan pasangannya dengan memperagakan di depan kelas percakapan yang telah dibuat.
- Siswa memperoleh balikan dari guru dan teman tentang percakapan yang telah dipraktikkan di depan kelas.
- Siswa diberi situasi sederhana dan diminta untuk membuat ungkapan saran dan tawaran berdasarkan situasi tersebut secara individu.
- Siswa mempresentasikannya di depan kelas dan memperoleh balikan dari guru dan teman.
- Siswa mengungkapkan hal-hal yang sulit dan malah dilakukan saat membuat ungkapan saran dan tawaran.

#### **Kegiatan Penutup (10 Menit)**

- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa.
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru dan siswa mengucapkan salam perpisahan.



**C. PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian keterampilan** : berupa penilaian proyek dan penilaian portofolio.

Mengetahui  
Kepala Madrasah

Guru Mata Pelajaran

Nurlaila Thahir, S.Ag  
NIP. 196612251997032002

Leidy M. Rori

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA Muhammadiyah Belang	Kelas/ Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 40 Menit

Materi Pokok	: Opinion and Thought
--------------	-----------------------

### A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, siswa diharapkan dapat menganalisis dan menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

#### Media Pembelajaran & Sumber Belajar

❖	Media	: Worksheet atau lembar kerja (siswa), Lembar penilaian
❖	Alat/Bahan	: Penggaris, spidol, papan tulis, & Laptop
❖	Sumber Belajar	: Buku Bahasa Inggris Kelas XI, Kemendikbud, 2017

### B. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan (10 Menit)

- Guru Memberi Salam
- Guru Memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa seara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan.

#### Kegiatan Inti (60 Menit)

##### Mengamati

- Siswa mengidentifikasi struktur opinion and thought
- Siswa memahami fungsi dan tujuan opinion and thought
- Guru membimbing Siswa untuk meneladani contoh yang telah disajikan.

##### Mempertanyakan

- Dengan pengarahan guru, siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan opinion and thought.
- Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan.

##### Bereksplorasi

- Siswa dibentuk untuk saling berpasangan

- Guru memberi beberapa kartu berisi situasi sederhana terkait materi, tiap pasangan mendapat kartu yang berbeda-beda.
- Siswa berdiskusi terkait dengan kartu situasi yang telah diberikan.

#### **Mengasosiasi / Menganalisis**

- Dengan bimbingan guru, Siswa membuat sebuah percakapan dengan pasangannya untuk dapat menyebutkan fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan opinion and thought.
- Siswa memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

#### **Berkomunikasi**

- Siswa bermain peran dengan pasangannya dengan memperagakan didepan kelas percakapan yang telah dibuat.
- Siswa memperoleh balikan dari guru dan teman tentang percakapan yang telah dipraktikkan didepan kelas.
- Siswa diberi situasi sederhana dan diminta untuk membuat ungkapan saran dan tawaran berdasarkan situasi tersebut secara individu.
- Siswa mempresentasikannya di depan kelas dan memperoleh balikan dari guru dan teman.
- Siswa mengungkapkan hal-hal yang sulit dan malah dilakukan saat membuat ungkapan opinion and thought.

#### **Kegiatan Penutup (10 Menit)**

- Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa.
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru dan siswa mengucapkan salam perpisahan.

**C. PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian keterampilan** : berupa penilaian proyek dan penilaian portofolio.

Mengetahui  
Kepala Madrasah

Guru Mata Pelajaran

Nurlaila Thahir, S.Ag  
NIP. 196612251997032002

Leidy M. Rori

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA Muhammadiyah Belang	Kelas/ Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 40 Menit

Materi Pokok	: Formal Invitation
--------------	---------------------

### A. TUJUAN PEMBELAJARAN

1. Siswa dapat menangkap makna teks surat undangan resmi dengan baik
2. Siswa dapat menyebutkan tata bahasa yang digunakan dalam surat undangan resmi dengan tepat.
3. Siswa dapat menulis surat undangan resmi dengan tata bahasa yang baik dan benar. tata bahasa, pengucapan, pemilihan kata yang tepat dan lancar.

#### Media Pembelajaran & Sumber Belajar

❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Penggaris, spidol, papan tulis, & Laptop
❖ Sumber Belajar	:	Buku Bahasa Inggris Kelas XI, Kemendikbud, 2017

### B. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan (10 Menit)

- Guru Memberi Salam
- Guru Memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa seara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan.

#### Kegiatan Inti (60 Menit)

##### Mengamati

- Siswa mengidentifikasi struktur formal invitation
- Siswa memahami fungsi dan tujuan formal invitation
- Guru membimbing siswa untuk meneladani contoh yang telah disajikan.

##### Mempertanyakan

- Dengan pengarahan guru, siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan formal invitation
- siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan.

##### Bereksplorasi

- Guru memberikan contoh kepada siswa, bagaimana cara menulis formal invitation dengan benar dan siswa mengikuti.

**Mengasosiasi / Menganalisis**

- Siswa diminta untuk berpasangan untuk membuat teks undangan resmi
- Secara berpasangan siswa mempresentasikan hasil teks yang telah dibuat.
- Secara individu siswa membuat teks undangan resmi dan mengumpulkan sebagai tugas.

**Berkomunikasi**

- Siswa dapat menggunakan membuat undangan resmi yang dapat diberikan kepada orang-orang terdekat.

**Kegiatan Penutup (10 Menit)**

- Guru dan peserta didik meakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa.
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru dan peserta didik mengucapkan salam perpisahan.

**C. PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian keterampilan** : berupa penilaian proyek dan penilaian portofolio.

Mengetahui  
Kepala Madrasah

Guru Mata Pelajaran

Nurlaila Thahir, S.Ag  
NIP. 196612251997032002

Leidy M. Rori

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: MA Muhammadiyah Belang	Kelas/ Semester	: XI / 1 (Ganjil)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 40 Menit

Materi Pokok	: Narrative Text
--------------	------------------

### A. Tujuan Pembelajaran

- Mengidentifikasi makna dalam narrative text
- Mengidentifikasi langkah-langkah retorika dalam wacana.

#### Media Pembelajaran & Sumber Belajar

❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Penggaris, spidol, papan tulis, & Laptop
❖ Sumber Belajar	:	Buku Bahasa Inggris Kelas XI, Kemendikbud, 2017

### B. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

#### Kegiatan Pendahuluan (10 Menit)

- Guru Memberi Salam
- Guru Memeriksa kehadiran siswa
- Guru memberi motivasi belajar siswa seara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
- Guru menyampaikan cakupan materi dan uraian kegiatan.

#### Kegiatan Inti (60 Menit)

##### Mengamati

- Siswa mengidentifikasi struktur narrative text
- Siswa memahami fungsi dan tujuan narrative text
- Guru membimbing siswa untuk meneladani contoh yang telah disajikan.

##### Mempertanyakan

- Dengan pengarahan guru, siswa mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan narrative text
- Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan.

##### Bereksplorasi

- Siswa membaca contoh teks narrative yang ditampilkan, dibagi atau dari buku
- Siswa dan guru mendiskusikan materi mengenai narrative text.
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam narrative text.

**Mengasosiasi / Menganalisis**

- siswa diminta untuk membuat narrative text
- siswa dan guru membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas.

**Berkomunikasi**

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur narrative text serta menggunakan Simple past tense dalam narrative text.
- Guru meminta siswa untuk membuat narrative text sebagai tugas diluar kelas
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (10 Menit)**

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- Guru memberikan penugasan berupa tugas mandiri yang ada dalam buku pegangan siswa.
- Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru dan peserta didik mengucapkan salam perpisahan.

**C. PENILAIAN HASIL PEMBELAJARAN**

- **Penilaian Pengetahuan** : Berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan.
- **Penilaian keterampilan** : berupa penilaian proyek dan penilaian portofolio.

Mengetahui  
Kepala Madrasah

Guru Mata Pelajaran

Nurlaila Thahir, S.Ag  
NIP. 196612251997032002

Leidy M. Rori



## WRITER BIOGRAPHY



Name : Farah Nabillah Muda Wantassen  
 Place and Date of Birth : Pemasang, 27 November 2000  
 Address : Ponosakan Indah Kec. Belang  
 Phone number : 082393210998  
 E-mail : farahwantassen@gmail.com  
 Parents' name  
 Father : Djunaid Muda Wantassen  
 Mother : Kartiti Chamadi  
 Educational Background  
 Elementary School : SD N Inpres Buku (2005-2011)  
 Junior High School : MTs Muhammadiyah Belang (2011-2014)  
 Senior High School : MA Muhammadiyah Belang (2014-2017)  
 Organizational Experience : HMPS TBI FTIK IAIN Manado 2018-2019  
 SEMA FTIK IAIN Manado 2019-2020  
 RACANA IAIN Manado 2018-2021

Manado, 20 January 2022

The writer

Farah Nabillah Muda Wantassen

