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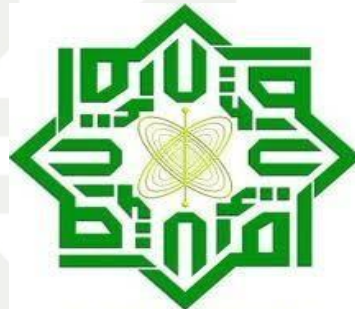
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# STUDENTS' AND TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMA DHARMA LOKA PEKANBARU

## THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau  
in partial fulfillment of the Requirements for the Degree of  
Master in English Education



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Stated that the thesis that I have written entitled: “*Students’ and Teachers’ Strategies in Overcoming Students’ Anxiety in Speaking English at SMA Dharma Loka Pekanbaru*”, to meet one of the requirements for a Master Degree at Postgraduate Program State Islamic University of Sultan Syarif Kasim Riau is on my own works, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethics of scientific writing.

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## ACKNOWLEDGEMENTS



Alhamdulillahirabbil'amin, in the name of Allah, the most gracious and the most merciful, praise belongs to Allah Almighty, the Lord of the Universe. Through His guidance and His blessing, the writer finally completed this academic requirement. *Sholawat and Salam* are addressed to the Prophet Muhammad his family, his companion and his followers.

This thesis is written and intended to submit in partial of the requirements for the Magister Program in English Education concentration at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis is entitled "**Students' and Teachers' Strategies in Overcoming Students' Anxiety in Speaking English at SMA Dharma Loka Pekanbaru**".

I believe that the writing up of this final project could not be completed without any help of others whose names cannot be mentioned one by one. Therefore, I would like to extend the gratitude and appreciation to the following persons:

1. Prof. Dr. Khairunnas Rajab, M. Ag, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Ilyas Husti, MA, the Director of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

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3. Dr. Alwizar, M.Ag, the Chairperson of Islamic Education Study of State Islamic University of Sultan Syarif Kasim Riau and all staffs for the kindness, services and advices during the writer's accomplishment of this thesis.
4. Abdul Hadi, MA, Ph.D as the first supervisor who has given valuable time to correction, assistance, guidance, and suggestion from the very early stage of this research.
5. Dr. Faurina Anastasia, M.Hum as the second supervisor who had the responsibility for her patiences in providing guidance, helpful, correction and suggestion.
6. All lecturers of English Education Department and staff of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau who have not only giving valuable knowledge but also giving insight, values, information, and motivation.
7. The headmaster, staff and English teachers of second grade at SMA Dharma Loka Pekanbaru who have given permission, cooperation and kindness during the writer took the data.
8. The deepest gratitude for my beloved parents who have given their affection, attention, motivation and taking care of the writer in any kind of situation. Besides, they always support me mentally and financially.
9. My classmates of Regular System Class, Khairunnisa, S.Pd., Martiana Sari, S.Pd., Misdarifah Riafnur, S.Pd., Oka Endah Sari, S.Pd., Suci Febriana, S.Pd., Suci Meisera, S.S., Wandu Kurnia Harapan, S.Pd., Winda Eka Sari, S.Pd.,

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Wiratul Jannah, M.Pd., Yulia Kartika, S.Pd., seniors, and juniors of Postgraduate Program of State Islamic University of Sultan Syarif Kasim Riau.

10. My beloved survivor friends, Mardiah, M.Pd., Fitri Ayu Herfaini, M.Pd., Nisa Ulkhaira Erzag, M.Pd and Juliana, M.Pd., who have given me inspiration, motivation and suggestion.

11. All the participation for their attention, cooperation, and motivation to complete this thesis as soon as possible. May Allah almighty bless them all. Aamiin Ya Rabbal'alamiin.

Finally, the writer realizes that this graduating paper is still far from being perfect. Therefore, constructive comments, critiques and suggestions are appreciated very much. Hopefully, this thesis could provide useful knowledge and information for the readers.

Pekanbaru, September 24<sup>th</sup>, 2021

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## TRANSLITERATION GUIDELINES

### 1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W

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هـ	Ha	H
ء	Hamzah	”
ي	Ya	Y

## 2. Double Consonant

The double consonant is written double, for instance العمامه written *al-ammah*.

## 3. Short Vowel

Fathah is written *a*, for instance (شريعة *Syari'ah*), Kasrah is written *i*, for instance (الجبالي *al-Jibali*) and *dhommah* is written *u*, for instance ظلوما (*zhuluman*).

## 4. Double Vowel

او is written *aw*, او is written *uw*, اي is written *ay*, and اي is written *i*.

## 5. Ta' Marbutah

The stopped Ta' Marbutah in the last verseh, for instance الشريعة is written *syaria'ah*, unless it has been taken into the Indonesian standard, for instance may it. However, when it is read out, it is written *t*, for instance *al-maytatu* in Arabic : الميتة.

## 6. Article Alif Lam

The article Alif Lam followed by Qomariyah and Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, عبدالله (*Abdullah*).

## 7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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## ABSTRACT

**Suci Kuspita Sari, (2021): “Students’ and Teachers’ Strategies in Overcoming Students’ Anxiety in Speaking English at SMA Dharma Loka Pekanbaru”**

This study was aimed to investigate students’ strategies in overcoming anxiety in speaking English, teachers’ strategies in helping students overcome their anxiety in speaking English and what extent teachers’ strategies are relevant to students’ strategies in overcoming students’ anxiety in speaking English at SMA Dharma Loka Pekanbaru. This study employed a qualitative case study design. The participants of this study were the second year students and English teachers who teach at that grade. The data were gathered by administering an observation, interview and questionnaire. The findings of the study showed that (1) students applied five strategies in overcoming anxiety in speaking English namely memory strategies, cognitive strategies, metacognitive strategies, compensation strategies and affective strategies. (2) teachers employed three strategies in helping students overcome their anxiety in speaking English namely by building teacher-students relationship, avoiding direct correction and encouraging positive self-talk. (3) Teachers’ strategies had large extent to students’ strategies in overcoming students’ anxiety in speaking English.

**Keywords:** *Strategies, Anxiety, Speaking English*

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## ABSTRAK

**Suci Kuspita Sari, (2021): “Strategi Siswa dan Guru dalam Mengatasi Kecemasan Siswa dalam Berbicara Bahasa Inggris di SMA Dharma Loka Pekanbaru”**

Penelitian ini bertujuan untuk mengetahui strategi siswa dalam mengatasi kecemasan berbicara bahasa Inggris, strategi guru dalam membantu siswa mengatasi kecemasan mereka dalam berbicara bahasa Inggris dan sejauh mana strategi guru relevan dengan strategi siswa dalam mengatasi kecemasan siswa dalam berbicara bahasa Inggris di SMA Dharma Loka Pekanbaru. Penelitian ini menggunakan desain studi kasus kualitatif. Partisipan dari penelitian ini adalah siswa tahun kedua dan guru bahasa Inggris yang mengajar di kelas tersebut. Pengumpulan data dilakukan dengan cara observasi, wawancara dan angket. Temuan penelitian menunjukkan bahwa (1) siswa menerapkan lima strategi dalam mengatasi kecemasan berbicara bahasa Inggris yaitu strategi memori, strategi kognitif, strategi metakognitif, strategi kompensasi dan strategi afektif. (2) guru menggunakan tiga strategi dalam membantu siswa mengatasi kecemasan mereka dalam berbicara bahasa Inggris yaitu dengan membangun hubungan guru-siswa, menghindari koreksi langsung dan mendorong self-talk yang positif. (3) Strategi guru sangat relevan dengan strategi siswa dalam mengatasi kecemasan siswa dalam berbicara bahasa Inggris.

**Kata Kunci:** *Strategi, Kecemasan, Berbicara Bahasa Inggris*



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## المخلص

سوجي كوسفيتا ساري (٢٠٢١): "استراتيجيات الطلاب والمدرسين في التغلب على قلق الطلاب من التحدث باللغة الإنجليزية في SMA Dharma Loka Pekanbaru"

تهدف هذه الدراسة إلى تحديد استراتيجيات الطلاب في التغلب على القلق من التحدث باللغة الإنجليزية، واستراتيجيات المعلم في مساعدة الطلاب على التغلب على قلقهم من التحدث باللغة الإنجليزية ومدى ارتباط استراتيجيات المعلم باستراتيجيات الطلاب في التغلب على قلق الطلاب من التحدث باللغة الإنجليزية في SMA Dharma Loka Pekanbaru. يستخدم هذا البحث تصميم دراسة حالة نوعي. المشاركون في هذه الدراسة هم طلاب السنة الثانية ومعلم اللغة الإنجليزية الذي قام بالتدريس في الفصل. تم جمع البيانات عن طريق الملاحظة والمقابلات والاستبيانات. تظهر نتائج البحث أن (١) الطلاب يطبقون خمس استراتيجيات للتغلب على قلق التحدث باللغة الإنجليزية، وهي استراتيجيات الذاكرة، والاستراتيجيات المعرفية، واستراتيجيات ما وراء المعرفية، واستراتيجيات التعويض والاستراتيجيات العاطفية. (٢) يستخدم المعلم ثلاث استراتيجيات لمساعدة الطلاب على التغلب على قلقهم في التحدث باللغة الإنجليزية، وهي بناء العلاقات بين المعلم والطلاب، وتجنب التصحيح المباشر وتشجيع الحديث الإيجابي عن النفس. (٣) استراتيجية المعلم وثيقة الصلة باستراتيجية الطلاب في التغلب على قلق الطلاب من التحدث باللغة الإنجليزية.

الكلمات المفتاحية: الإستراتيجية، القلق، التحدث بالإنجليزية

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## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

In English curriculum, there are four skills that have to be mastered by senior high school students namely listening, speaking, reading and writing. Listening and reading belong to receptive skills whereas speaking and writing belong to productive skills. From four skills that have to be mastered, speaking is seen as important part in English proficiency. In the Islamic concept, Qur'an states that God taught humans to speak as stated in the following verse:

*"The most Merciful (God) has taught this Qur'an. He is who created man and taught him speech" (Ar-Rahman, 1-4)*

It implies that God taught human to be able to communicate by means of spoken language. Harmer (2007) explains that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process the information and language. Meanwhile, Ur (1996) also states that speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language.

Based on Curriculum 2013, the purpose of learning English in Senior High School level is that the students are able to communicate in social interaction by conveying the meaning in oral skill and then giving response or comment to the speech. There are some steps in the learning process related to the implementation of speaking skill such as observing (observing and

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identifying a certain object), questioning (raising any questions related to the information found in observation to gain additional information), experimenting (gaining an authentic learning result), associating (seeing pattern, answering question and drawing conclusion) and communicating (presenting the result of the products, making a conclusion based on the results of the analysis orally, written or other media). In line with this, the students should be able to speak up in English lesson in order to reach the learning objective. However, mastering speaking English is necessary and it can give positive effect to the students in educational world.

Unfortunately, many students have obstacles in speaking with other people. Pollard (2008) states that one of the most complicated skills to be mastered by the students is speaking. Speaking is also considered as a difficult skill and has been proven by several studies (Butler, 2004; Yang & Chang, 2008). It might be encountered by students related to their linguistic competence, such as the lack of vocabulary, poor grammar, lack of idea to speak, wrong intonation, and inappropriate pronunciation (Saville-Troike, 2006). Meanwhile, Hughes (2011) says that the problems in speaking are the learners are afraid to express their ideas, how to use grammar, vocabulary and pronunciation in their communication with people.

Aside from linguistic competence, the students might experience the difficulties related to their psychological traits, such as lack of confidence, fear, and anxiety (Saville-troike, 2006). In the fact, anxiety is the common problem experienced by most of students. Price (1991) argues that speaking activities



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are most anxiety provoking among learners. Horwitz (2001) defines that anxiety is a tense, nervous, anxious and worried feeling that is related to the nervous system and can disrupt learners trying to learn a foreign language. Anxiety is seen as a common feeling which is experienced by people. As stated in Qur'an:

*“And certainly, We shall test you with something of fear, hunger, loss of wealth, lives and fruits but give glad tidings to the patient ones”* (Al-Baqarah:155)

Broadly, Nevid *et al.* (2005) conceptualizes anxiety as apprehension or worry condition that someone complains something wrong will happen soon. Anxiety can be a common condition that is experienced by people but when anxiety is excessive will bring negative effect. In foreign language learning process, excessive anxiety will disturb learning process such as in speaking classes. Anxiety creates low self-confidence which makes students silent and nervous in all situations they encounter, even if they have the ability to express themselves and their knowledge (Lanerfeldt, 1992).

A great deal of research has highlighted the construct of anxiety as one of the most important affective variables during the second and foreign language learning process (Brown, 1987; Chastain, 1976; MacIntyre & Gardner, 1991). Empirical research shows that anxious foreign language students are less willing to participate in learning activities and have lower performance than non-anxious students (Aida, 1994, MacIntyre and Gardner, 1991). Apart from general foreign language classroom anxiety, many learners are highly anxious with respect to participate in speaking activities.

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Consequently, when anxiety occurs in speaking activity, students will not be able to maximize the learning activities in the classroom.

Regarding with the explanation above, it was also evidenced by the preliminary observation conducted at SMA Dharma Loka Pekanbaru, it was found that many students faced anxiety in speaking English. The students were worried when they were asked to speak English impromptu. They got nervous whether in spoken test or responding to the teacher's question. As the result, their production was not always as good as it should be. They also felt anxious at the time of speaking performance before teachers and friends. They were fear of making mistakes, got nervous and did not feel confident to perform well. In addition, they preferred to avoid eye contact and sigh heavily when they did not know what to say in English.

In this school, the passing grade (KKM) in speaking is 75 where the students are intended and able to express monologue text accurately, fluently, and rhyme to interact with their surrounding orally. In fact, the students were reluctant to share their thoughts when they were asked by the teacher to express their opinion or ideas. Even the teacher had given time and opportunity to speak up, they just kept silent and avoid to participate actively in the classroom especially in speaking activity. Based on the competency should be achieved by the students, they cannot achieve the Minimum Competence Criteria in speaking.

To overcome the problems related to the anxious feeling in speaking, strategies are seriously needed for students in overcoming anxiety. Aida (1994)

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states that students need to have an attitude and use strategies that encourage lower anxiety, higher motivation, and confidence in their ability to convey what they want to say. One challenge for teachers is to provide a classroom atmosphere that encourages low anxiety. Savile-Troike (2006) explains that selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality. In line with this, Ael Hosni and Tokoz-Goktepe (2014) reveals that suitable strategies used by the students are helpful to establish their learning goals including speaking skill.

The role of the strategy in learning is very important, it has been modeled by the Prophet Muhammad when teaching knowledge to his friends.

*“From Ibn Umar (may Allah be pleased with him) from Allah’s Messenger, he said that Allah’s Messenger said: Among the trees there is a tree that does not fall, the tree is a parable of Muslims, tell me what tree is that? People thought the tree was a shrub, Ibn Umar said: I guessed a date tree, but I am ashamed to say it. And they said: Tell us what tree is that? The Prophet answered: date palm.”* (HR Bukhori)

From this hadith, it can be concluded that the Prophet in teaching knowledge to his friends did not always put him as the only source of learning, but he also sometimes used a variety of strategies so that what was conveyed could be received well and also learning can be more effective and fun (Rabilla & Nurhayati, 2019).

A study by Aida (1994) revealed that speaking is the most paramount aspect of language learning and it is really necessary to highlight how anxiety can hinder learning negatively. Occhipinti (2009) determined the feeling



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experienced by students when speaking in classroom, in which she established detailed description of Foreign Language Anxiety among students. Students and teachers should be aware of the dangers of such debilitating feeling and should be open to constant collaborations in order to put learners in a more positive condition to take all the advantages from the Foreign Language learning process. Students turned to be anxious when they start talking in classroom due to many reasons. Thus teachers should take into account how can they make learners overcome this problem using different teaching techniques.

Horwitz (2001) explains “Teachers of EFL classes should realize that some students viewed foreign language learning particularly oral production as stressful situation and that the tension and discomfort related language learning call for the attention of the language teaching profession” (Horwitz, 2001, p. 122). Teachers would be better contributing successful solution to limit this factor from their classes. Thus, bearing much of responsibility by critically evaluating their own manners; identifying students’ needs and applying suitable.

In Indonesia, some previous studies have investigated the issue of strategies to help the students overcome their problem. Hanifa (2014) investigated the strategies which were used by the students in overcoming their anxiety. The strategies which were used by students: preparation, resignation, relaxation, peer seeking and positive thinking. She stated that those strategies could reduce the students’ anxiety in speaking English. While, Sejati (2019)

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investigated about the strategies used by the teacher to overcome speaking anxiety in ESP classroom. The strategies were classified into three: creating safe learning environment, using students' L1 and involving students in classroom activities.

However, the teachers' strategies also play an important role in helping students overcome their anxiety. As stated by Price (1991), the teacher plays an important role in increasing or decreasing student's anxiety in the foreign language classroom. The study of Williams and Andrade (2008) revealed that teachers were responsible for the anxiety provoking situation. While, Zed and Kassida (2018) state that the primary role in reducing speaking anxiety is definitely associated with the teachers who organize, conduct the tasks and evaluate students' performance.

From some studies regarding with strategies in overcoming students' anxiety in speaking English, the writer found that there is limited study which investigate two perspectives: students' strategies and teachers' strategies. Therefore, the writer was interested to conduct a study entitled **“Students' and Teachers' Strategies in Overcoming Students' Anxiety in Speaking English at SMA Dharma Loka Pekanbaru”**.

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## 1.2 Statement of the Problem

As mentioned in the background, the students face some difficulties in speaking related to the anxiety. Anxiety is a real issue that most students face while studying English as a foreign language, especially in speaking activity. Horwitz, et al (1986) found that EFL students are afraid to speak in a foreign language because they are afraid of making mistakes and are considered less competent by others. While, Liu (2007) stated that they become even more anxious when are asked questions or asked to perform in front o the class. It could makes the students have less confidence, nervousness, and stress that prevent their learning process. Generally, anxiety has a negative effect on language learning and it can slow down learner's abilities. When students face anxiety, they need to apply their own strategies in overcoming the problem to reduce uncomfortable feelings because of the anxiety. They will discover a solution and a way when they face an issue. Besides, teachers' strategies are also very needed to help students in overcoming their problem. The teachers have vital role to reduce their students' anxiety in speaking (Zed, 2018).

## 1.3 Limitation of the Problem

The limitation of this study were focused on students' and teachers' strategies in overcoming students' anxiety in speaking English at SMA Dharma Loka Pekanbaru. The subjects of this study were limited for the second year students in the academic year 2021/2022 and English teachers who teach at that grade.



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## 1.4 Research Questions

The research questions of this study are formulated as follows:

1. What are students' strategies in overcoming anxiety in speaking English at SMA Dharma Loka Pekanbaru?
2. What are teachers' strategies in helping students overcome their anxiety in speaking English at SMA Dharma Loka Pekanbaru?
3. To what extent are teachers' strategies relevant to students' strategies in overcoming students' anxiety in speaking English at SMA Dharma Loka Pekanbaru?

## 1.5 Purpose and Objectives of the Study

The main purpose of the study is to investigate students' and teachers' strategies in overcoming students' anxiety in speaking English at SMA Dharma Loka Pekanbaru. The objectives of the study are as follows:

1. To investigate students' strategies in overcoming anxiety in speaking English at SMA Dharma Loka Pekanbaru
2. To investigate teachers' strategies in helping students overcome their anxiety in speaking English at SMA Dharma Loka Pekanbaru
3. To explain what extent teachers' strategies are relevant to students' strategies in overcoming students' anxiety in speaking English at SMA Dharma Loka Pekanbaru

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## 1.6 Significance of the Study

The significance of this study are theoretically and practically. Theoretically, this study is expected could contribute some useful information. For the writer, it can develop her knowledge about students' and teachers' strategies in overcoming students' anxiety in speaking English. For further researchers, the result can be used as a reference in conducting a relevant research. Practically, the result of this study is able to give a contribution for the English teachers to be aware in choosing the appropriate strategies in teaching speaking.

Besides, for the students, with its finding they can applicate the strategies to overcome their anxiety. Thus, they will be able to speak English without feeling anxious. Finally, for the principal, it is as information to create a good working environment by making good relationship with the teachers and providing appropriate equipment and facilities in teaching process to help students improving their speaking skill. Therefore, their skill will be valuable to face the globalization era.

## 1.7 Rationale of the Study

Young (1991) says that anxiety occurred when learners learn a foreign language and they need to speak up. Research has shown that during a foreign language class, when students are speaking in front of their teachers and classmates, they experience anxiety the most. In line with this, students' anxiety in speaking English would be a serious barrier, there should be applied

strategies that help students in overcoming their anxiety in speaking English. Strategies can be defined as the techniques and behaviors used by students' effort in learning process.

Oxford (1990) argues that language learning strategies can reduce students' anxiety and its process occurs psychologically inside students' mind. Besides, selection from among possible strategies is often conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality (Savile-Troike, 2006).

In the classroom, for instance, the strategies in overcoming speaking anxiety are not only applied by the students but also should be supported by the teacher. From students' perspective, strategies are necessarily needed by the students to know. Thus, students who are aware of their learning strategies might be better in acquiring on the target language. However, the teachers' role is also as the important part to help and encourage the students to be able to speak without feeling anxious in speaking English inside or outside of the classroom.

Rationally, based on the above explanation, it is necessary to know students' and teachers' strategies in overcoming students' anxiety in speaking English. By knowing both perspectives, it is expected to give clear explanation about some strategies that can help students overcome their anxiety and improve their English speaking skill.

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## 1.8 Definition of Terms

To avoid misconception for the readers, some definitions of terms related to the study are given as follows:

1. **Anxiety in Speaking** is the fear experienced by a person when delivering (or preparing to deliver) a speech to an audience. It is sometimes referred to as stage fright or communication apprehension (Taly and Paramasivam, 2020). In this study, anxiety in speaking English means the students feel anxious when speaking English with the other people.
2. **Students' Strategies** are defined as behaviors and thought that a learner engages during learning and that are intended to influence the learner's encoding process (Weinsten and Mayer in Witrock, 1986). In this study, students' strategies means the strategies employed by students to overcome their anxiety in speaking English.
3. **Teachers' Strategies** are defined as ways in of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation (Santrock, 2011). In this sudy, teachers' strategies mean the teachers' ways in helping students overcome their anxiety in speaking English.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

Krashen (1981) defines language acquisition as the product of a subconscious process. It is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language—natural communication—in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

While, Cocking (2000) explains that language acquisition is the process used by the children to adjust a series of hypothesis with what the old man too the rules of grammar can choose the best and the simplest of language is concerned. In addition, Schultz (2006), language acquisition usually takes place in the community environment of language target which naturally and informally refers to the communication demands. From those explanation, it can be concluded that learning English especially in speaking activity, language acquisition is needed to acquire the meaning of information delivered by the speaker.

In acquiring language, there is a roblem related to the anxiety feeling. Scholars and resarchers such as Brown (2000), Horwitz (2001), Dornyei (2005), have noted that anxiety is one of the affective factors which pays an important role in L2 acquisition and performance.

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## 2.1 Anxiety in Speaking English

Anxiety is a feeling that come to human's mind. It is an emotion can be experienced some time by everyone. According to Horwitz (2001) anxiety is the subjective feeling of tension, apprehension nervousness, and worry associated with an arousal of the autonomic nervous system. He also states that anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education. While, Zeidner (1998) explains that anxiety is a complex phenomenon and there has been wide disagreement about its' definition and criteria. Thus, anxiety has been variously conceptualized as a stimulus condition, as a probability of a harmful future outcome, and as response to a stressful condition.

Brown (2000: 151) states that anxiety is related to feelings of anxiety, frustration, self-doubt, fear, and worry. In other words, anxiety can generally be associated with threats to self-efficacy and to assess the situation as a threat. In EFL classroom, anxiety has received the most attention with lack of anxiety as an important component of personality trait or self confidence (Saville-Troike, 2006). Anxiety correlates negatively with measures of second language proficiency including grades awarded in foreign language classes, meaning that higher anxiety tends to go with lower levels of success in learning. In addition, to self- confidence, lower anxiety may manifested by more risk-taking or more adventure some behaviors.

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Anxiety is a negative feeling as human being to present something about them. Anxiety is related to being worried, nervous and fearful. In general, anxiety can be defined as a complex concept dependent upon not only on one's feelings of self-efficacy but also appraisals concerning the potential and perceived threats inherent in certain situations (Tobias, 1986). In simple words, anxiety is usually associated with unpleasant feelings and is similar to fear (Lader, 1975). In line with this, anxiety subjective is view of feeling nervousness, worry, and apprehension associated with an arousal of the automatic nervous system (Spielberger in Tasee, 2009). Anxiety is accepted as an undesired feeling as it can cause some complications and failure.

From the definition explained above, it can be concluded that anxiety is a feeling of being worried, tension, nervous, and fearful. It can lead to stressful condition and negative feeling about a particular situation or something that might happen in the future. Speaking anxiety can be defined as an emotional state, negative feeling and nervousness that learners express when using a language. According to Taly and Paramasivam (2020), speaking anxiety is the fear experienced by a person when delivering (or preparing to deliver) a speech to an audience. It is sometimes referred to as stage fright or communication apprehension. While, Campbell and Ortiz (1991) explain that "the fear of speaking anxiety among university students is alarming and probably up to one-half of all language students express practical experience about speaking anxiety both in the academic context and out of the classroom environment. Horwitz (1986) claims that students suffering from foreign language speaking

anxiety report feelings of apprehension and worry and also feel uncomfortable about speaking in class. Thus, learners feel anxious, stressed and less relaxed when using the second language in classroom. From the explanation before, anxiety in speaking English can be said as a problem related to the student's fear in producing sound. They feel worry, anxious and stressed out when they have to use English in the classroom.

### 2.1.1 Types of Anxiety

According to Spielberger (1983) there are three types of anxiety. They are: First is Trait Anxiety. Trait anxiety refers to a rather stable individual tendency. It can be defined as individual's likelihood of becoming anxious in any situation. Trait anxiety is anxiety experienced by individual of his personality alone (Horwitz, 2001). Someone with a low anxiety than he will calm and relax, but someone with high anxiety he felt nervous. Example: a student suppose is or will conduct oral tests.

Second, State Anxiety. State anxiety is represented by a transitory condition. It is a sense of uneasiness that may be experienced at particular moment in time, as a response to a definite situation, for example, prior to an examination (Spielberger in Occhipinti, 2009). State anxiety is temporally fears experienced by individuals in specific situations (Horwitz, 2001). State anxiety is somewhat different from trait and situation- specific anxieties. State anxiety refers to the moment to moment experience of anxiety; it is the temporary emotional state of feeling nervous that can fluctuate over time and

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very in terms of intensity. In other words, it is the apprehension which takes place at a particular moment.

Third, Situation-specific Anxiety. According to Spielbergers (1983), the situation-specific anxiety represents the probability of becoming anxious in a particular type of situation. While, MacIntyre & Gardner (1991) states that situation-specific anxiety differs from trait in that the former is applied to a single context or situation only while the latter tends to manifest under any situations. Individuals with situation specific anxiety may consider a certain situation as anxiety provoking incertain environments. Moreover, the situation-specific anxiety is stable over time but not necessarily consistent across situations. This situation-specific anxiety can be found in speaking activity in the classroom. For example, when students do not know how to say English words or sentences in their speaking performance.

Horwitz and Cope (1986) state the students with debilitating anxiety in the foreign language classroom setting can be identified and they are share a number of characteristic in common: First, students who test high anxiety report that they are afraid to speak in the foreign language classroom. Anxious students feel a deep self- consciousness when asked to risk revealing themselves by speaking the foreign language in the presence of other people.

Second, Anxious students fear they will not understand all the language input is also consistent with communication apprehension. They believe that in order to have any chance of comprehending the target language message, they must understand every word that is spoken. Third, anxious students also

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fear being less competent than other students or being negative evaluated by them. Thus they may skip the class, over study, or seek refuge in the last row in an effort to avoid the humiliation or embarrassment of being called on to speak. Fourth, anxious students are afraid to make mistakes in the foreign language. These students seem to feel constantly tested and to perceive every correction as a failure. Fifth, anxious students feel uniquely unable to deal with the task of language learning. Foreign language anxiety is a distinct set of beliefs, perceptions, and feelings in response to foreign language learning in classroom and not merely composite of other anxiety.

Meanwhile, Horwitz and Cope (1986) figure out that there are three kinds of anxiety in language learning. They are communication apprehension, test anxiety, and fear of negative evaluation. 1) Communication Apprehension. Communication apprehension is defined as a feeling of shy as the impact of fear to communicate with other people. In this case, the students who have problem in speaking in group usually have difficulties in speaking in foreign language class. The students have less of control in communicative situation. 2) Test Anxiety. Commonly, the test anxiety is appeared when the students worry to fail in a test. The students who feel anxious in test of foreign language class may get difficulty test and quizzes since the test. Even, the students who most prepared often make errors in the test. 3) Fear of negative evaluation. Fear of negative evaluation is defined as the students who are not only get anxiety in taking test. They can feel anxious in every social

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evaluative situation, for instance interviewing for a job or speaking in foreign language class.

### 2.1.2 Aspects of Anxiety

Clark and Beck (2010) divide the aspects of anxiety into three aspects of anxiety namely, physiological, behavioral and emotional aspects of anxiety. First, physiological aspect is a characteristic of anxiety that occurs physically like being dizzy, sweating, trembling, fainting, having a dry mouth, a pale face, a stammer, and a shaky voice. Second, cognitive aspect is the response of mind that effects emotions and feelings. This aspect can be seen like being in fear and losing control, poor concentration and etc. Third, behavioral aspect is a characteristic of anxiety that is reflected in the behavior of individuals when experiencing anxiety, such as avoiding situations or sign threatening, running away, looking for safety, pacing silent, and having difficulties in speaking.

According to Dixon (2011), there are several signs of anxiety that showed by anxiety symptoms involve in our body, mind, and behavior. These symptoms are: first, in our body. Someone who felt anxious to face something usually visible by the signs: breathing becomes more rapid, heart beat speeds up, feel dizzy and light headed, get “butterflies” in stomach, feel sick and need a toilet, the mouth becomes dry and it feels difficult to swallow, feel sweat more, and feel “jittery or jumpy”.

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Second, in our mind. The signs are feel frightened, may tell ourselves that we are physically ill, having heart attack or a stroke or a going mad, think that people are looking at us, worry that we may lose control and make a fool of ourselves in front of others, and feel that we must escape and get to a safe place. Third is in our behavior. The signs are make excuses to avoid going out or doing things, hurry out a place or situations where are feel anxious, walk to avoid buses cross the street to avoid street people, and may have a drink before doing something we find stressful.

According to Devito, 1986 anxiety can be understand into two perspectives, namely: 1) Cognitive perspective, anxiety (communication apprehension) is a fear of engaging in communication transaction. In this perspective, someone tent to build their negative feeling and predict negative outcome when they are speaking exactly in front of the public. 2) Behavioral perspective, anxiety (communication apprehension) is a decrease in the frequency, the strength, and likelihood in engaging communication transaction. In this perspective, someone tent to avoid the situation when they have to speech or actively engage to the communication transaction. This perspective includes state fright, speech anxiety, and performance stress.

In addition, Oxford (1994) explains some signs of the language anxiety, they are: 1) General avoidance, for example, “forgetting” answers, showing carelessness, cutting classes, coming drawing, coming without preparation, resulting in low verbal production, less participation in the classroom, showing inability to answer despite the very question simple. 2) Physical



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actions, such as wiggling, restlessness, playing hair or clothes, touching objects anxiously, stuttering, showing nervous behavior, unable to produce sound or intonation of the target language, although repeated many times, time. 3) Physical symptoms, complaining of headaches, aches, unexplained pain or tension. Therefore, the influence of anxiety on the learning process becomes one of the success indicators or not someone can learn the language.

### 2.1.3 Levels of Anxiety

Videbeck (2011) and Townsend (2009) divide anxiety into four levels: First, Mild Anxiety. It occurs with the tension of day to day living. Mild anxiety is common in everyday life. A person sees, hears, understands more than before. In this level, people are likely open minded, although they are stressed. Mild anxiety encourages someone to help him to focus on learning, solve problems, think, act, feel, and protect himself. Mild anxiety keeps people alert and have preparations. This level can motivate students to learn and to be creative, for example, the students who will face a test or a challenge. The responses of mild anxiety are: First, physiological response such as stammer, dry mouth, and sweating. Second, Cognitive response such as concentration on the problem and solve the problem. Third, Behavior and emotion response such as still calm.

Second, Moderate Anxiety. It is the state where a person focuses only on a matter. The person sees, hears, and understands less. At a moderate level of anxiety a person is likely to focus on stressful situation ahead and ignores

other tasks. Moderate anxiety is less alert to events happening within the environment. The person can still process information, solve problem, and learn with the help of others. The responses of moderate anxiety are: first is Physiological response such as trembling lips and pale face. Second is Cognitive response such as learning still occurs but not optimal. Third is Behavior and emotion response such as squeezed, feeling uncomfortable, and nervous.

Third, Severe Anxiety. It is marked by a significant reduction in the view point. Attention scope is very limited, and many people have difficulty completing even simple tasks. Severe anxiety is experienced when people have believed that there is a threat: it shows the response of fear and stress. In this level of anxiety all rational thinking stops, a person needs to go as soon as possible, being frozen and cannot do anything. The responses of severe anxiety are physiological response such as shaky voice and pale face. Cognitive response such as cannot solve problems. And behavior and emotion response such as feeling of dread, nervous, and cries.

Fourth, Panic. It is sudden sensation of fear that is so strong when facing a condition that felt dangerous or threatening. The people are unable to focus on something even if the smallest thing. This level is loss contact or relationship with real life. The people may experience hallucinations and delusions, inability to move or speak, and feel it impossible to sit or stay. The responses of panic are: physiological response such as choking (cannot speak), dizzy, fainted, and pale face. Cognitive response such as cannot think

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anymore. And behavior and emotion response: angry, fear, delusion, hallucination, and screaming.

### 2.1.4 Nature of Speaking

There are some definitions dealing with speaking based on some experts. According to Nunan (2003), speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meanings. It occurs when two or more people interact each other in building relationship between them. It means that speaking is needed for students to build a communication in the learning activities. While, Boonkit (2010) defines that speaking is one of the four macro-skills that must be developed as mean of an effective communication in first or second language contexts. It means that in terms of four skills in learning English, speaking is considered as the important part to develop an effective communication in the purpose of the target language. In other words, speaking is reflected to be the most important part in a second language.

Speaking is also seen as an activity in building and sharing ideas through the verbal way. In line with this, Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety context. In speaking activity, speaker and listener takes an important role in order to reach the purpose of communication. As stated by Brown (2000), speaking is an interactive process of constructing meaning that involves producing, receiving and

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processing information. It means that in speaking activity, it needs a speaker to produce and a listener to receive; the information will come next. It is also called as an interactive process in constructing the meaning of the provided information.

Speaking is considered as the most difficult skill that has to be mastered by students in learning foreign language. It is not only required to construct the language but also deliver the message without making misconception because it is primary in human communication. Further, Derakhsan et. al. (2016) states that speaking is a complex skill, which should be taught everywhere and it is a skill that learners learn better in group. In addition, Torky (2006) declares that speaking is a crucial English learning process which is the ability of EFL students in improving the process of communicative competence, grammar, pronunciation and vocabulary.

From some definitions above, it can be concluded that speaking is needed for interact each other. Then, speaking can be defined as the productive oral skill in building and sharing ideas through the use of verbal and non-verbal symbols that involves producing, receiving and processing information. It is a complex skill that includes communicative competence, grammar, pronunciation and vocabulary in it.

In addition, Ur (1991) explains characteristics of successful speaking activity, they are: 1) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses. 2)



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Participation is even. Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed. 3) Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective. 4) Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

### 2.1.5 Kinds of Speaking

Brown (2004) describes six categories of speaking skill area. Those six categories: First, Imitative. This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words. Second, Intensive. This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn and reading information from chart.

Third, Responsive performance includes interaction and test comprehension but at a somewhat limited level of very short conversation,

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standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful. Fourth, Transactional (dialogue). It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work. Fifth, Interpersonal (dialogue). It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games. Last, Extensive (monologue). Teacher gives students extended monologue in the form of oral reports, summaries, storytelling and speeches.

Based on some theories above, it can be concluded that there are some points that should be considered in assessing speaking in the classroom. It is necessary for the students to know the pronunciation, vocabularies, and language functions that they are going to use. If the students are ready and prepare for the activity, they will use the language appropriately.

While, Nunan (in Brown, 2001) mentions that there are two types of spoken language. First is Monologue. Monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then the listener has to process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker means. Second is Dialogue. Dialogue is speaking that involves two or more speakers. The interruption may

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happen in the speech when the interlocutor does not comprehend what the speaker says.

### 2.1.6 Components of Speaking

There are some components in speaking which are very needed in order to produce a good speaking. According to Rayhan (2014), criteria of good speaking are marked by mastering of five sub-skills in speaking encompass pronunciation, grammar, vocabulary, fluency and accuracy. First, Pronunciation. Pronunciation is one of the important things in the speaking. Pronunciation is also the act or the result of people in producing the sounds of words. Most people speak the dialect of standard English with the countries accent which they live in. People who have good pronunciation are able to use features of pronunciation well. The features of pronunciation are sound, pitch, volume, speed, pausing, stress, and intonation as Combleet and Carter (2001) had explanation about the elements of pronunciation such as sound, pitch, intonation, stress, and pace.

Sound is a word produced by someone's mouth. Sound production indicates that there are communication between two or more people. Another thing that equally important is pitch. Pitch is the smoothness and the volume of voice. It can be soft, loud, quiet, and aggressive. All of them depend on speakers' mood. For example, based on the researcher's experience, someone who speaks with an honorable person, she or he usually uses soft voice. Another example, when someone speaks in front of public, the voice used is

usually aggressive and full of passion. Besides that, intonation is the pattern of pitch which is changing from speakers' utterances. The intonation happens depending on speakers' purposes whether they ask question, or give explanation. It also shows speakers' attitude, whether they give surprise, agreement, or belief. Instead of the speaker's purposes and attitudes, the main factor which can influence the intonation is the speaker's language culture difference.

Another element of pronunciation stated by Combleet and Carter (2001) is stress. Stress gives the relative emphasis to certain syllable in a word, or to certain a word in a phrase, or to certain a phrase in a sentence. Stress can fall in the first, the middle, or the last syllables. For instance, stress in the first syllable can be "SYLlabus", stress in the middle syllable can be "phoNETic", and stress in the last syllable seems "underSTAND". The speakers can recognize the stress by the increasing volume and the changing of pitch. The last element of pronunciation is pace. Pace is related to the speed of speech. It is also related to the volume and the smoothness of speech. For instance, when a teacher teaches students in the classroom, the speed is usually slow, and the volume of speech tends to be loud. In contrast, the volume can be low and the speed tends to be fast if in face-to-face interaction between two or more people.

Second is Grammar. Grammar is a structure of language that people use in spoken and written language. It means that grammar is a set of rules of language used. Similar to Martins (2013) that grammar is spoken and written

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language structure. A simple grammar consists of S+V+O. It should be a sentence and can be understood. Third is Vocabulary. Vocabulary is a part of learning language which focuses on words knowledge. Vocabulary is a fundamentals sub-skill of speaking. To build a good communication, people need to know the ordinary words, lexical chunks, and expressions related to the situations and contexts. Instead of vocabulary building, the important thing is how people use the language appropriately. People who have various words mean that they are good in vocabulary knowledge. It can be seen from the proper language used with the situation at that time.

Fourth is Fluency. Fluency is people's ability to speak a language fluently in real time, without too much hesitation, and too many pauses. Generally, fluency and vocabulary knowledge are intently correlated. It shows that people who have more knowledge about the range of words, expressions, lexical chunks, and fixed phrases will be more fluent in producing a language. In contrast, the speakers producing a language that much of hesitation, many pauses and sometimes breakdown communication means that the speaker has poor in fluency. Fifth is Accuracy. Accuracy is the correct words that do not contain errors of grammar pronounced by speakers. The language produced by speakers could be understood by listeners. Martins (2013) defines that accuracy is when people express their thoughts using accurate intonation, good structures, and knowledge. It is also supported by the use of grammar, vocabulary, and pronunciation correctly. Thus, accuracy

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is important to be mastered in order to make other people understood and avoid misunderstanding.

### 2.1.7 Problems in Speaking

Al Nakhalah (2016) finds out that there are psychological factors that hinder students from speaking. Psychological problems are: First is Fear of Mistake. Many experts said that fear of mistake becomes one of the main factors of students' reluctance to speak in English in the classroom (Tsui, 1996). In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011). Therefore, it is important for teachers to motivate their students that making mistakes is not a bad thing because students can learn from their mistakes.

Second is shyness. Zimbardo, et.al (1982) that shyness may include social anxiety as an emotional component. Therefore, paying attention to this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000). In line with this, Baldwin (2011) further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. As they say, their inability to show their ability in speaking is also influenced much by their feeling of shyness.

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Third is Anxiety. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al. 2001). He believes that anxiety about speaking a certain language can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. Fourth is Lack of Confidence. Lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they do not understand other speakers. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. In line with this, student who is lack of confidence about themselves and their English necessarily suffer from communication apprehension (Tsui, 1996).

Last is Lack of Motivation. Nunan (2003) states that motivation is important to notice in that it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further adds that motivation is an inner energy. She says that no matter what kinds of motivation the learners possess it will enhance their study interest.

In addition, Ur (1991) states that there are four speaking problems faced by EFL learners, those are inhibition, nothing to say, low of participations, and mother-tongue use. First, Inhibition. When students try to say things in a foreign language in the classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the

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attention that their speech attracts. Littlewood (2007) asserts that a foreign language classroom can create inhibitions and anxiety easily.

Second, Nothing to Say. Rivers (1968) believes that the learners have nothing to express maybe because the teacher had chosen a topic which is not suitable for him or about which he knows very little. It is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use, or how to use the grammar correctly (Baker & Westrup, 2003).

Third, Low Participation. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all. Fourth, Mother-tongue Use. When all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Harmer (1991) explains some reasons why students use mother-tongue in class. Firstly, when the students are asked to have a discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use of mother-tongue is a natural thing to do.

### 2.1.8 Factors of Speaking Anxiety

Aydin in Balemir (2009) explains that he found the four main sources of anxiety. First is Personal Reasons. Personal reasons are self-assessment



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against his skill and in comparison with others. While the negative impact of self- evaluation that elicits a negative evaluation of the learner makes anxiety. Second is Learners' Belief. Learner confidence in learning the language, recipients' own beliefs about language learning has also been found to be associated with anxiety and anxiety to speak a foreign language. Some students may think that certain skills are more important than others in learning a language. For example, some learners may give more importance to the grammatical structure of the spoken while some other students might think that reading is the most important skill.

Third is Teacher's Manner. Error correction methods and attitudes of teachers towards students can cause anxiety. The role and characteristics of anxiety also affects teachers, teacher friendly relaxed, and the patient can reduce anxiety. And this is different to teacher who gives impromptu quiz, bad communicator, suddenly, booted and stiff can cause anxiety. Last is Teaching and Testing Procedure. Some teaching activities are usually carried out with the presentation, teamwork, role play and others. Learner may feel anxious when they have to speak in front of the class, the teacher and other friends for example in the presentation. Speaking in front of the classroom stimulate student's anxiety.

Balemir (2009) also explains that there are other factors that affect students' anxiety such as gender, motivation and time of starting to learn English. Furthermore, too high anxiety impact to less success in language tests, students with low anxiety might performance better and use more complex

language structures. Besides that, Occhipinti (2009) explains the sources of students speaking anxiety.

First is gender. For speaking, females' anxiety increased less than 1%, whereas males' anxiety rose approximately 13%. The same occurs for reading and writing. Gender itself was not related to anxiety at the beginning of an L2 course; gender differences were found only in correlation to the time of survey administration. It means that the level of anxiety in males and females was considerably different after 60 hours of instruction, when the survey was administered. It indicates men turned out to be more anxious than women. Gender had an important effect on course grades, where women scored higher than men. There was no significant gender-anxiety interaction effect on course grades. On the whole, among both males and females, those students who were highly anxious received a lower grade than the more relaxed students.

Second is Negative Self-perception and Low Self Esteem. Anxious learners with regard to speaking continue to think about their learning difficulties and distracted from negative thoughts, cannot manage to concentrate on the language task. Compared to the less anxious students in the classroom, highly anxious learners engage in rumination over self-degradation or poor performance, which considerably restrict their ability to elaborate the information received in the class. Anxious learners tend to have a more negative self-perception and tend to underestimate their quality of speaking ability.

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Third is Competitiveness. The anxious student undervalues his own preparedness or language skills, over-thinking about the eventual negative results which may derive from his poor performance. The competitive self-image may derive from other personality variables like the desire to outperform other language learners, or the desire to gain the teachers' approval, even overcoming his expectations in the language. Fourth is Negative Experiences. Highly anxious students got gradually more interested in students' reluctance to speak. As the students explain their feelings, it is clear that many of them "hated" the class or they write how "awful" they felt. Due to the fear of a negative evaluation by the language teacher and to the classmates' derision, students may experience problems when performing orally, especially in novel, ambiguous, evaluative situations. The learners' experience in acquiring each of the four language skills (i.e. listening, speaking, writing and reading), the learners' history of success and failure in performing each skill might lead to differentiated attitudes, emotion and expectations about each of the language skills.

Fifth is Fear of Taking Risk. Students need to be encouraged to participate more in class activities, even facing the risks which language learning entails. Termed the "can-do" attitude, the risk taking attitude toward the foreign language tasks is defined as the individual's tendency to assume risks in using the L2 in the second language class. There are four dimensions of Language Class Risk taking: a willingness to use linguistic structures perceived as difficult; a self confidence about using a new linguistic element;

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an acceptance of potential mistakes in the language; and the tendency to repeat a new element silently before using it aloud in front of the others. Last is Students' Belief. Language learners bring a variety of preconceived beliefs to the foreign language class, sometimes based on unrealistic expectations which produce and increase feelings of tension and worry. Learners' attitudes and beliefs difficulties in language learning or communication strategies, motivations and expectations influence their anxiety. Students come to the class with the preconceptions that some language is more difficult to learn than others. Speaking a foreign language helps to learn a new one, that everyone (with no gender distinctions) can learn a foreign language. Anxious students tend to perceive the L2 course as more difficult than the more relaxed students. Students do believe that their ability to perform is affected by anxiety.

Based on Liu (2006), some causes of reticence (anxiety to speak English) are: 1) Low English proficiency. Low English proficiency is also identified in the present research as a major factor that hindered the students from talking to others in English in class. Thus, students may feel weak in speaking English, perceived their English to be poor, and may feel that the others is better than him or her. 2) Lack of familiarity of task. The word familiar means well known, often seen or heard, having a good knowledge, close or friendly to something. Interest mattered a lot in students' active participation in classroom activities. In short, students will active in speaking about a topic if she or he is interest, well known, often see or heard, having a good knowledge

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or even close or friendly to a topic. 3) Lack of confidence. Confidence means having strong beliefs, firm trust, or sure expectation, feeling certain, fully assure, having no failure, etc. Some students might good have pronunciation and be at a high proficiency level but they still preferred to be reticent because of the lack of courage. 4) Fear of making mistakes. The students worried about losing face in oral language classroom. Students keep quiet and wait until they were required to speak English, it was because the students were afraid and feel embarrassment of making mistakes. 5) Incomprehensible inputs. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Youthful (1991) proposed six potential sources which lead to language anxiety comprising both internal and external elements: 1) personal and interpersonal anxieties, 2) student conceptions about language learning, 3) instructors' opinions of language teaching, 4) collaborations among students and teachers, 5) teaching methods in classroom, and 6) language testing. These sources of language anxiety can also happen as interrelated with one another in adding to language anxiety.

In addition, Tseng (2012) explains that there are some important causes of anxiety among the language learners in the present study appear to be: first is pressure by parents and teachers to get good grades at school in English. Second is lack of confidence in their ability to learn English. Third is fear of making mistakes and subsequent punishment. Last is fear of foreigners and

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their behavior. Because of the importance of English on tests for advancement in education and in society, parents and teachers press students to not only attain their potential, but to actually produce results beyond their ability.

### 2.1.9 The Impact of Anxiety on Students' Speaking Activity

Some researchers claimed that anxiety can have many impacts on students such as social impact, personal impact and academic impact. First is social impact. Horwitz et al. (1986) mentioned that learners tend to be "silent" in class when they feel anxious. So, it can be said that anxiety affects negatively students' social interaction in class.

Second is personal impact. Learners' personalities can be easily affected by anxiety. Many researchers state that speaking anxiety is closer to what psychologists and psychiatrists refer to as a phobia rather than a free-floating anxiety. Language anxiety sometimes becomes traumatic to some students which may affect their personalities. Students may suffer from trembling, tenseness, rapid heartbeat, and excessive due to language anxiety (Zed and Kassida, 2018). According to Horwitz et al. (1986), anxious students become "freeze" when they use a foreign language. So, it can be said that language anxiety may affect students' personalities negatively and they may suffer from different psychological problems.

Third is academic impact. Anxiety can be cited in debilitating anxiety which occurs when students have excessive amounts of anxiety, students with debilitating anxiety face serious difficulties to learn the target language. It can

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influence their efforts to learn English and may consequently inhibit their learning and affect their motivation and discourage them to learn. Anxiety seemed to affect students' abilities in speaking and performance. Students are always concerned about forgetting things because of the fear of speaking in front of audience and not being able to convey a clear message. It also determines the level of their selfconfident; in other words, the feeling of being judged negatively (Zed and Kassida, 2018).

Horwitz (2001) notes that anxiety causes the potential problems for language learners as it stands in the way of the acquisition, retention, and production of the new language. Crookall & Oxford (1991) further assert that language anxiety might negatively affect students' proficiency in language acquisition. In addition, Krashen (1985) argues that anxious students have an affective filter that hinders the learning process and make the learner unreceptive to language input, and thus, language acquisition does not progress.

## 2.2 Students' Strategies in Overcoming Anxiety in Speaking English

Strategy can be defined as a plan to achieve something. Strategy is an activity that should be applied by the teacher and students in order to make the teaching and learning process become effective and efficient. Silver, et al.(2007) states that "The goal of teaching is to weavetogether a conversation that unites these disparate individuals around a commoncore of learning. Strategies are the different types or styles of plans teachers use toachieve this

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goal”. He also states there are several reasons why strategies become an important part in educational world, as follows:

First, strategies are tools for designing thoughtful lessons and units. Second, strategies make the work of differentiating instruction manageable for teachers and motivating for students. Third, strategies provide the tools needed to bring thoughtful programs alive in the classroom. Fourth, strategies build the skills needed for success on state tests. Fifth, frequent use of strategies leads to consistent and significant gains on student’s achievement. Last, strategies build different kinds of knowledge.

Weinsten and Mayer in Witrock (1986) states that students’ strategies are behaviors and thought that a learner engages during learning and that are intended to influence the learner’s encoding process. Oxford (1990) defines learning strategies as students’ certain action to make learning process, easier, faster, more effective, more self-directed, more enjoyable, and more transferable to the new learning process. In other words, learning strategies are actions taken by students to understand materials in learning process. It can be concluded that learning strategies are tools to achieve goals problem to solve, and task to accomplish. Learning strategies are reported essential to language learning since it is used to activate students’ involvement and it is considered important to develop oral communication competence (Oxford, 1990).

Kondo and Ying-Ling (2004) write in academic journal about strategies for coping with language anxiety that can be applied by the students. The first strategy is Preparation, in this strategy students attempts to control their own



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self by improving learning and study. Strategies (example: study hard, trying to obtain good summaries of lecture notes). By using these strategies would be expected to increase students' subjectively estimated mastery of the subject matter, and reduce the anxiety associated with the language class.

The second one is Relaxation, the goal of this strategy for reducing somatic anxiety symptoms. Making relax the body by doing something (example: take a deep breath and try to calm down). The more one relaxes, the more anxiety loses. Sit comfortably and straight in the classroom seat. Before class or during class, take long, slow breaths, hold it for four or five seconds and release it slowly. Exercise turns nervous energy into positive energy through acalming release of breath. (Tseng, 2012).

The third strategy is Positive Thinking, it is characterized by cooling down of pressure problematic cognitive processes that underlie students' anxiety, think that everything can be well. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues, and bring relief to the anxious student. (Example: imagining oneself giving a great performance, trying to enjoy the tension). It is necessary to think positive, to realize that everyone makes mistakes learning a language and that making errors is an integral part of the language learning process. It is also important to realize that perfection is an impossible goal and that is not a requisite for success (Tseng, 2012).

The fourth strategy is Peer Seeking, this strategy distinguished by students' willingness to look for other students who seem to have trouble

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understanding the class and controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison. The last strategy is Resignation. This is characterized by students' unwillingness to do anything to decrease their language anxiety. Resignation seem intent on minimizing the impact of anxiety by refusing to face the problem (example: give up, sleeping in class). Insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To change the behavior we have to do the behavior, but it will not help students if they still feel bad about themselves and they still unanswered their own problem by found the solution.

In addition, Oxford (1990) explains about some learning strategies can be applied by the students. First, Memory Strategies. These are techniques that specifically help learners to keep new information in memory then use it later. Memory strategies have been used since a long time ago. She explains that activities such as creating mental strategies, applying images and sound, reviewing well, and employing action are considered as the memory strategies. It is specifically tailored to help the learner store new information in memory and retrieve it later. They particularly to be useful in vocabulary learning which is the most seizable and unmanageable component in the learning of any language. Allow remembering and absorbing some new part of material.

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**Table 2.1 Strategy System Showing All the Memory Strategies**

Creating Mental Linkages	1. Grouping
	2. Associating/Elaborating
	3. Placing new words into a context
Applying Images and Sounds	1. Using imagery
	2. Semantic mapping
	3. Using keywords
	4. Representing sounds in memory
Reviewing Well	1. Structured reviewing
Employing Action	1. Using physical response of sensation
	2. Using mechanical techniques

Second is Cognitive Strategies. These strategies are important in language learning. It involves manipulation or transformation directly. These strategies are reported to be the most common learning strategy used by the students. She explains that there are some activities considered in cognitive strategies such as practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

**Table 2.2 Strategy System Showing All the Cognitive Strategies**

Practicing	1. Repeating
	2. Formally practicing with sound and writing systems
	3. Recombining
	4. Practicing naturalistically
Reviewing and Sending Messages	1. Getting the idea quickly
	2. Using resources for receiving and sending messages
Analyzing and Reasoning	1. Reasoning eductively
	2. Analyzing expressions
	3. Analyzing contrastively across language
	4. Translating
	5. Transferring
Creating Structure for Input and Output	1. Taking notes
	2. Summarizing
	3. Highlighting

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Third is Compensation Strategies. These strategies are enhancing learner to use target language for either comprehension or production. It helps students to overcome target language in four skills. She explains that activities such as guessing intelligently and overcoming limitations are included in this strategy.

**Table 2.3 Strategy System Showing All the Compensation Strategies**

Guessing Intelligently	1. Using linguistic clues
	2. Using other clues
Overcoming Limitations in Speaking and Writing	1. Switching to the mother tongue
	2. Getting help
	3. Using anime or gesture
	4. Avoiding communication partially or total
	5. Selecting the topic
	6. Adjusting or approximating the message
	7. Coining words
	8. Using a circumlocution or synonym

Fourth is Metacognitive Strategies. These strategies are essential for successful language learning. Metacognitive strategies require students to seeking for practice opportunities outside classroom. Those who seriously want to be able to communicate with target language must look for practice opportunities as much as possible. This strategy involves activities such as centering learning, arranging and planning learning, and evaluating learning.



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**Table 2.4 The Strategy System Showing All the Metacognitive Strategies**

Creating Your Learning	1. Overviewing and linking with already know material
	2. Paying attention
	3. Delaying speech production to focus on listening
Arranging and Planning Your Learning	1. Improving knowledge about language learning
	2. Organizing
	3. Setting objective of learning
	4. Identifying the purpose of a language task include of listening, speaking, reading and writing
	5. Planning for a language task
	6. Seeking practice opportunities
Evaluating Your Learning	1. Self-monitoring
	2. Self-evaluating

Fifth is Affective Strategies. The term affective relates to emotions, motivations, attitudes, and values. Negative feeling may obstruct target language skills improvement. However, positive feeling may improve their target language skills. By applying this strategy, students will have control over their self activities such as lowering anxiety, self encouragement, and taking emotional temperature are considered in this strategy.

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**Table 2.5 The Strategy System Showing All the Affective Strategies**

Lowering Your Anxiety	1. Using progressive relaxation, deep breathing or meditation
	2. Using music
	3. Using laughter
Encouraging Yourself	1. Making positive statements
	2. Taking risks wisely
	3. Rewarding yourself
Talking Your Emotional Temperature	1. Listening to your body
	2. Using a checklist
	3. Writing a language learning diary
	4. Discussing your feeling with someone else

Last is Social Strategies. Language requires someone's social behavior because it involves communication with others. The communication itself occurs between people. Thus, strategies dealing with social aspect are important in this process. There are three activities included in this strategy, which are asking question, cooperating with others, and empathizing with others.

**Table 2.6 The Strategy System Showing All the Social Strategies**

Asking Questions	1. Asking for clarification of verification
	2. Asking for correction
Cooperating Students with Others	1. Cooperating with others
	2. Cooperating with proficient users of the new language
Empathizing with Others	1. Improving and developing cultural understanding
	2. Becoming aware of others thoughts and feelings

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According to O’Hair et al. (2010), to handle speech anxiety, the students need “to have a clear and thorough plan for each presentation. They propose several strategies to help the students manage their fears in public speaking:

- 1) Prepare and Practice: the students have to sufficiently prepare the material to be presented, and they should also rehearse their speeches/oral presentation before performing.
- 2) Modify Thoughts and Attitudes: this strategy means that the students need to have a positive mindset about speaking in front of people, and to treat public speaking as an interesting and meaningful way to communicate with people.
- 3) Visualize Success: to imagine the success of public speaking is very beneficial as the students will try to project a better scenario in their minds, and thus, help them control their emotions or tensions before delivering a speech.
- 4) Activate the Relaxation Response: the students can also try to meditate or control breathing before giving a speech to relax their tensions.
- 5) Use Movement to Minimize Anxiety: the students can also release their anxiety by doing some body movements such as making gestures to highlight points in the speech or moving around to keep the audience interested.

### 2.3 Teachers’ Strategies in Overcoming Students’ Anxiety in Speaking English

Besides the students own strategies in overcoming their anxiety, the teacher also can contribute to help students to overcome it. Teachers’ strategies are defined as ways in of making decisions about a course, an individual class,

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or even an entire curriculum, beginning with an analysis of key variables in the teaching situation (Santrock, 2011). In this study, teachers' strategies are meant as the teachers' ways in helping students overcome their anxiety in speaking English. Zed and Kassida (2018) argue that the primary role in reducing speaking anxiety is definitely associated with the teachers who organize, conduct the tasks and evaluate students' performance.

Dorney (2001) stated that teachers need to create a pleasant and supportive classroom atmosphere. Classroom atmosphere is considered as a motivational tool that learners need to be less worried to communicate with the foreign language. The role of teacher is to establish and maintain an environment that is positive, tolerant, and supportive since relaxed climate helps to reduce student's anxieties in foreign language classes and obtain good results in students' performance. Teachers also should apply norm of tolerance especially with students' mistakes. They should put into consideration that mistakes are a part of language learning "students feel comfortable taking risks because they know that they will not be embarrassed or criticized if they make a mistake".

Besides, cooperative environments have more positive attitudes in the learning process and develop higher self-esteem and self-confidence "which is due to the fact that group interaction is seen in modern language teaching methodologies as a prerequisite to building the learners' communicative competence". He also asserted that group work has many advantages that may help learners fulfill good achievements in their foreign language learning



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“Cooperative situations generally have a positive emotional sense, which means that they generate less anxiety and stress than other learning formats. Cooperation fosters class group cohesiveness.”

Tseng (2012) states that there are several ways for teacher to reduce students’ anxiety such as: first, give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning. Second, create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, walk around the room and make occasional contact and use humor in sufficient amounts. Third, incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause of it, and possibly ways of alleviation.

Youthful (1991) offered a few proposals in such manner, for example: 1) utilizing an anxiety diagram to identify the most elevated amount of anxiety of a given interaction; 2) giving additional guidance to students; 3) utilizing more pair and group work in class; and 4) role-playing with preliminary activities to establish class rapport. Aydın and Zengin (2008) note that instructors should provide a less stressful atmosphere for students. Humphries (2011) found that students could assist each other struggle with the anxiety without instructors’ help outside the classroom settings. Making friendship has been found to have an alleviating role as students are guaranteed confidence when they make friendship with others.

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Hashemi and Abbashi (2013) found some strategies that support the teacher to deal with speaking anxiety, namely: 1) it is necessary for language teachers to acknowledge the existence of anxiety within the students. 2) Teachers are encouraged to use communicative approach to let the students who have minimum English exposure to practice their skill more. 3) Teachers' friendly, cooperative and helpful behavior are taken into account to create supportive learning environment. 4) It is better for teachers to help students to view their mistakes as part of learning process in order to acquire communication skill. 5) Teachers should emphasize more on formative assessment and feedback to reduce students' fear toward negative evaluation. 6) Teachers should initiate the classroom discussion. 7) Teacher should avoid the activities that promote early frustration. 8) It is recommended for the teachers to direct students' thought to avoid self-centered worries. 9) Teachers familiarity toward students' ethnic and culture. 10) Teachers training on general psychology service to deal with anxious students in their classes.

In line with this, Tsiplakides and Keramida (2009) propose some implemented interventions to overcome students' speaking anxiety. First, Project Work. Short-term projects were used due to the following benefits of project work in foreign language settings cited in the literature: 1) students are more personally involved, so they usually have increased motivation (Lee, 2002), 2) they do not feel that they are constantly assessed, and 3) it is easier for them to focus on communication, rather than on accuracy, and are less

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concerned with language errors and the consequences of “imagined failure” (MacIntyre, Noels, and Clement, 1997).

Second, Establishing a learning community and a supportive classroom atmosphere. There are some suggestions for creating a supportive learning classroom community such as Teacher-students relations, Providing indirect, rather than direct correction, Accepting the need for self worth protection, Teacher immediacy and Provision of praise. In addition, He (2017) also presents strategies to overcome speaking anxiety concerning teachers’ personal characteristics and behaviour (such as friendly, humorous, patient, lively, outgoing, versatile and good at creating conducive learning environment) and teacher teaching creativity in teaching and using the appropriate way to correct students’ errors.

Liu and Jackson (2008) also found ten listed strategies to overcome foreign language speaking anxiety namely: 1) Teachers need occasionally point out students’ self-achievement to build up their self-confident, 2) Teachers have to try various activities that catch students’ interest, 3) Teachers help the students to set the goal in communication skill learning, 4) Teachers should encourage the students to use the target language more, 5) It is very important for teachers to let or help the students to expose themselves with the target language inside or outside the classroom, 6) Teachers should encourage the students to often practice the target language, 7) Teachers should be aware of students’ English proficiency by letting them self-rating their English proficiency, 8) It is necessary for teachers to provide various kind of material

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where the students can practice their English with different people or different situation, 9) It is important for the teacher to facilitate interactive group discussion where the anxious students are willingly to participate in the classroom discussion, 10) Teachers need to establish non-threatening learning environment for students to start to speak in target language.

## 2.4 Related Studies

Some relevant studies have been conducted for recent years about strategies in overcoming speaking anxiety. It have been conducted for recent years about strategies in overcoming speaking anxiety. First is a study conducted by Han, et.al, (2015). *EFL Students' and Teachers' Attitudes toward Foreign Language Speaking Anxiety*. This study primarily investigated the EFL students' attitudes toward and feelings about FLSA in relation to communication classes taught by NESTs and Non-NESTs. Furthermore, the study also aimed to reveal the different sources of anxiety and various strategies that both teachers and students utilize to control FLSA in the classroom.

The result showed that the strategies that the students employed to overcome FLSA included making simple sentences, studying vocabulary, speaking with him or herself in the mirror, participating in-class activities, listening to peers carefully while they are speaking and feeling of comfort in terms of psychological adjustment to the classroom. While, the strategies that the teachers employed was they praised students to increase self-confidence



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and reduce anxiety, used games and competitions to eliminate anxiety, attended to students' mistakes in communication classes in different manners, avoided direct correction, as this may contribute to speaking anxiety in the classroom. Many teachers praised the students despite mistakes and encouraged mistakes as a form of learning. The difference between their study and this study is the participant and the study purpose.

Second is a study conducted by Zed and Kassida (2018). *Investigating Teachers' and Students' Strategiesto Reduce Anxiety in EFL Speaking Classes Case of 1st year students at M'sila University*. This study was aimed exploring teachers and students' strategies to reduce anxiety in EFL settings. The sample size was 30 students of different ages and genders. The research depends on two main data gathering tools which are an interview that was directed to six (6) teachers of English department at M'sila University, and two questionnaires one was addressed. The data collected were analyzed qualitatively and quantitatively. The result showed that most foreign language learners have a great amount of anxiety in speaking skill. The results also illustrated different strategies such as (Positive Thinking, Positive evaluation, Relaxation, Preparation, Group work, and Motivation) in which the students and teachers can rely on to minimize or alleviate foreign language speaking anxiety and help students develop and promote their oral performance. The difference between their study and this study is the participants of the study.

Third is a study conducted by He (2017), *How to Cope with Foreign Language Speaking Anxiety Effectively? The Case of University Students in*

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**China.** This study was aimed at exploring the strategies for coping with Chinese university students' FLSA and examining the effectiveness of the strategies. 302 students and 30 teachers from two universities in China took part in the questionnaire survey, and 30 students and three teachers among them were also interviewed. The results of the study showed that strategies employed by students are trying to remind oneself to relax, trying to use a FL more, reducing the fear in making mistakes, preparing well, using more body language, and trying to use simple words. Meanwhile, regard to EFL teachers' personal characteristics, being humourous was found to be a very effective strategy coping with students' FLSA. Another effective strategy in reducing students' FLSA is having a patient teacher in the classroom and having students work in pairs or small groups. The present data also suggest that a friendly classroom environment requires the effort of both the teacher and students. The teacher should be friendly and try to create a low-anxiety classroom, and students should also be friendly to one another and try not to exert unnecessary peer pressure on others. In such an environment, students would feel encouraged to take part in oral activities without constantly worrying about being negatively evaluated. The difference between his study and this study is the study purpose.

Fourth is a study conducted by Tsiplakides and Keramida (2009). **Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom.** This study was aimed at aims at examining the characteristics of anxious students with a view to implementing classroom

interventions to reduce foreign language speaking anxiety. The sample consisted of fifteen students in the third grade of a lower secondary school in Greece, aged 13-14 years. The results stated that teachers should realise that language learning, and particularly oral production, is a potentially stressful situation for some students, and that the tension and discomfort related to language learning call for the attention of the language teaching profession. Because foreign language speaking anxiety in the English classroom may stem from fear of making mistakes and the consequent fear of negative evaluation, and students' perception of low ability in relation to their peers, we suggest that teachers may want to consider the following interventions. First, teachers can incorporate project work, because it can provide anxious and non-anxious students alike with abundant opportunities to use language in a non-threatening context. This first step in reducing anxiety is to actually have students participate in speaking tasks. Because students are more eager to participate in oral activities in small groups (Young, 1990). Second, the creation of a friendly classroom atmosphere is important. This case study showed that a supportive classroom atmosphere, in which language errors are considered as natural in the process of language acquisition, without over correction which can draw students' attention away from communication and toward a focus on form and accuracy (Gregersen, 2003), can be instrumental in helping anxious students overcome their perception of low ability and fear of negative evaluation. The difference between his study and this study is the purpose and the participants of the study.

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Fifth is a study conducted by Zhiping and Paramasivam (2013). *Anxiety of Speaking English in Class among International Students in a Malaysian University*. This study was aimed at investigating the reasons international students' suffer anxiety and exploring how they cope with their fear and anxiety when speaking English in class. It also aimed at examining teachers' perspectives and reactions towards learners' anxiety and investigating the students' perspectives of teachers' reaction to their feelings of anxiety. Data collection involved observations and interviews of 8 international postgraduate students of a Malaysian University and data was analyzed through discourse analysis.

The conclusions pointed out that the lecturers' strategies and students' reactions to their strategies are not related to cultural backgrounds but to affective filters and learning skills common to all human beings. It could be indicated that it is possible to find differences in causes of anxiety and coping strategies from one person to other within a cultural group. In short, culture did not emerge as discriminating variable that differentiates students' reasons for anxiety when speaking and their strategies for coping with the anxiety. While, some ways in terms of students' strategy in overcoming their anxiety are keeping silent, avoiding eye contact, being with friends and expressive reactions. Some ways in terms of teachers' strategies are not calling student's name, making jokes and stories, appreciating students' answers and showing positive gestures. The difference between their study and this study is the



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sample of the study. They chose university level while this study chooses senior high school level.

Sixth is a study conducted by Taly and Paramasivam (2020). *Speaking Anxiety Among Postgraduate International Students in the Academic Context of a University in Malaysia*. This study is aimed at exploring the reasons that cause speaking anxiety in the academic context of a university and finding out strategies used by students to cope with speaking anxiety. This study employed the qualitative method in the form of interview questions to investigate the issues. Fifteen international postgraduate students and two experienced university lecturers of a public university in Malaysia were interviewed through semi-structured interviews.

The investigation revealed that speaking anxiety originates from students' self-related perceptions, learning challenges, differences between students' and target language cultures, poor language knowledge, and fear of being evaluated by peers and lecturers. The strategies used to cope with speaking anxiety included a variety of affective (relaxation), cognitive (positive thinking) and behavioral strategies (preparation or practice, avoidance of eye contact, providing immediate response to instructors' questions, taking part in as many speaking activities as possible, peer seeking and physical masking behavior). The difference between their study and this study is the participant and the study purpose.

Seventh is a study by Ashraf (2019). *Strategies to Overcome Speaking Anxiety among Saudi EFL Learners*. This action research was aimed at

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exploring the dominant causes of speaking anxiety among Saudi EFL learners and suggesting effective strategies that can both help conquer learners' fear of communication and boost their confidence level. A total of 38 non-English majors, 5 EFL teachers from King Khalid University and 5 EFL school teachers participated in this study. Survey questionnaires, discussions and semi-structured interviews were the main research tools for collecting data. The results indicated that learners' communication apprehension stem from: insufficient exposure to English; poor vocabulary; test anxiety and concern over negative evaluation; a lack of awareness of recent trends of EFL teaching; and the absence of well equipped, modern EFL classrooms with less density.

The result also showed that 89.47% of the students (N=34) suggested that, the informal classroom environment helped them to learn without stress. 81.57% of the students (N=31) supported friendly teacher-student relationship. 89.47% (N=34) learners regarded imitating as an important tool to remove their level of anxiety. Thirty four students (89.47%) favored rehearsing to gain confidence. 86.84% of the learners also held positive opinions on task repetition. Thirty three participants (86.84%), considered role play as their favorite part of the tasks. 73.68% of the learners (N=28), advocated that, oral presentation by creating real life situation supported them to build their confidence. 63.15% (N=24) learners expressed that speaking without the concern of making grammatical errors supported them to develop fluency. Twenty students (52.63%) enjoyed collaborating with peers as it helped them to learn while having fun. While, the teachers' perspectives and

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suggestions dealing with students' speaking anxiety are: Building sound teacher-student relationship (100% strongly agree), Employing modern and effective teaching strategies (70% strongly agree, 30% agree), Establishing well-equipped modern EFL classrooms with less density (70% strongly agree, 30% agree), Providing maximum exposure to English from family, institution and society (70% strongly agree, 30% agree), Creating real life situation in classrooms to strengthen self confidence and self-esteem (60% strongly agree, 30% agree), English should be introduced from the beginning of Primary school level (50% strongly agree, 30% agree), Prohibiting students from using Arabic in English language Classes (50% strongly agree, 30% agree), and Assessment method should focus on Evaluation instead of Examination (30% strongly agree, 40% agree). The difference between her study and this study is the research design and the study purpose.

Eighth study is a study conducted by Rafada and Madini (2017). ***Effective Solutions for Reducing Saudi Learners' Speaking Anxiety in EFL Classrooms***. This qualitative study was aimed at exploring the Saudi learners' perceptions of speaking anxiety in language classrooms and provide some effective and helpful solutions for reducing it. The sample of this study involved 10 Saudi female students, studying their foundation year at the English Language Institute (ELI), King Abdulaziz University. Their ages range between 18 to 20 years old. For gathering data, ten semi structured interviews with ten Saudi female students from levels 102, 103, and 104 were used and then thematically analyzed using Nvivo 10 software.



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The qualitative data found that Saudi female students do feel worried and anxious in foreign language classrooms when speaking the foreign language. However, they showed a positive attitude and a willingness to improve their English speaking proficiency level as a way of reducing anxiety by watching English movies, using English internet sites, traveling abroad and talking to native speakers, doing more presentations, practice reading English books and joining English institutes during summer vacation. The difference between their study and this study is the research design, participant and the study purpose.

Ninth is a study conducted by Tati et al., (2016). *English Language Speaking Anxiety among Community College Learners: How Can It Be Overcome?* This study was aimed at investigating the factors affecting speaking anxiety among the learners, the common factors of anxiety and to observe strategies employed by learners to overcome their fear of speaking the English language. Interviews were conducted with the selected respondents in the Community Colleges in Sabah and Community Colleges in Kedah. The data obtained were transcribed and analyzed using discourse approach. The result indicated that lack of vocabulary and fear of negative evaluation was the major factors of anxiety in speaking English language. It was also found that all the learners' cause of anxiety and coping strategies are not exactly similar.

It could be indicated that it is possible to find differences in causes of anxiety and coping strategies from one person to another within a particular group. The learners reported that they employed certain strategies of ways in



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their own preference to overcome the fear of speaking the English language such as, listen to English songs more often, read the subtitle in English movies, practice to speak English with own self, read English books, magazines and newspapers and ask their friends. Besides, it also showed that learners did seek help from their English language lecturer to translate their ideas from Malay to English despite their friends. sentences in English. One common strategies reported by the learners is, the use of dictionary frequently during English language lessons and while outside of the classroom. The learners will refer the dictionary when they encounter unfamiliar words in English and try to understand it. The difference between their study and this study is the participants and the study purpose.

Tenth is a study conducted by Al-Duwaile (2014). *The Effectiveness of Using Specific Teaching Strategies in Reducing EFL Learners' Speaking Anxiety*. This quasi-experimental study was aimed at finding the sources of speaking anxiety learners feel in the foreign language classroom, and investigates the effect of using specific teaching strategies on mitigating this feeling. The data were collected through a questionnaire and interviews that were analyzed quantitatively and qualitatively. The study revealed that the participants experienced anxiety when the environment of the classroom was too formal and strict. The idea of speaking in front of their classmates using the target language intimidated them due to their fear of being negatively evaluated by others. Furthermore, it was shown that lack of English vocabulary, and lack of sufficient time given to the learners while answering or participating in the

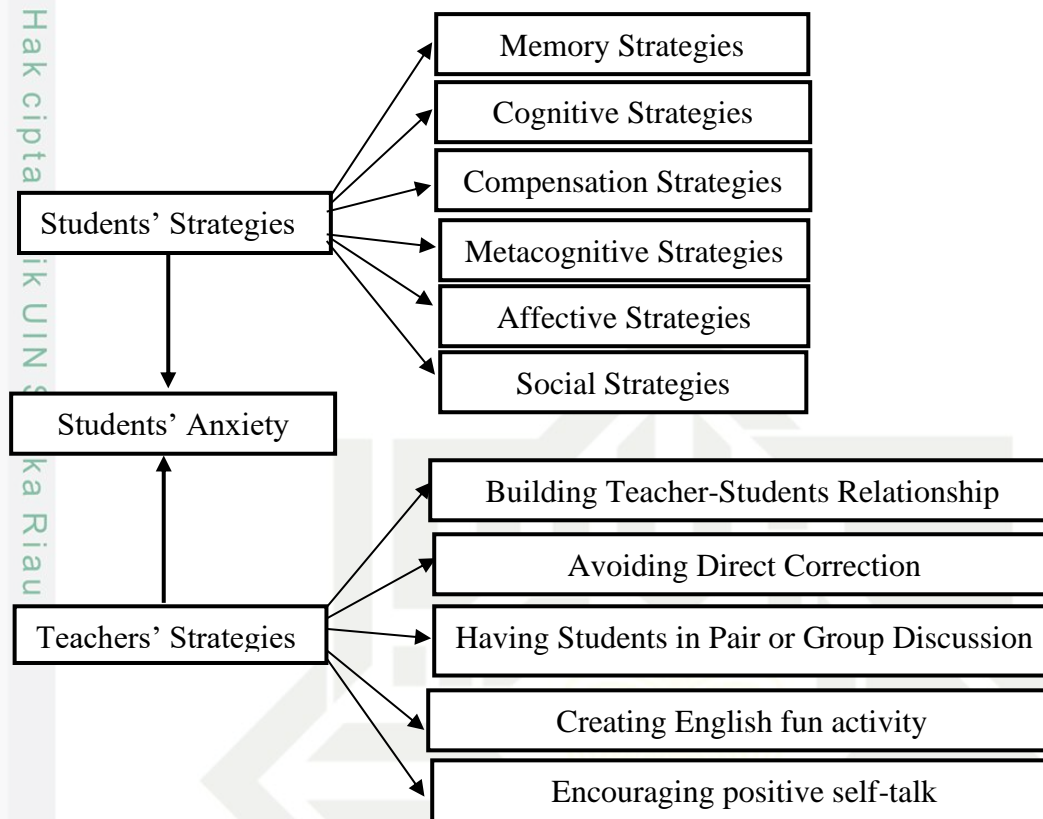
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target language put them in a different position to the extent that they would keep silent just to avoid any judgmental situation. In addition, the teachers' attitudes towards the learners' mistakes are considered anxiety-provoking factors. Besides, after the teacher applied the strategies (Fluency-Building Activity, Turn-Taking, Group Work and Error Correction), there was an improvement in the learners' behaviors towards speaking in the target language and minimize the learners' feelings of stress and anxiety. By knowing their classmates and interacting with them, informal safe classroom environment was established. Learners felt more confident in themselves and in participating because they were able to discuss the answers with their groups and that reduced the competitive stress in FL classrooms. Creating a safe environment where learners supported each other and worked collaboratively answering and doing all the given speaking activities helped in reducing the fear of being negatively evaluated. The difference between his study and this study is the research design, the participants and the study purpose.

## 2.5 Conceptual Framework

To clarify the theories used to avoid misunderstanding and misinterpretation based on the title "Students' and Teachers' Strategies in Overcoming Students' Anxiety in Speaking English at SMA Dharma Loka Pekanbaru", the conceptual framework is presented as follows:



**Figure 2.1 Conceptual Framework for investigating students' and teachers' strategies in overcoming anxiety in speaking English**

Speaking is one of the essential skills that have to be mastered by students. However, there are a lot of difficulties in speaking. The difficulties are dealing with anxiety. Students who feel anxious will be afraid of producing sound and feel ashamed if they do mistakes. Furthermore, the writer refers to six strategies can be applied by students to overcome their anxiety in speaking English, namely: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies. Besides, teachers' strategies also have a vital role in helping students overcome their anxiety. There are five strategies can be applied by the teacher, namely:

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building teacher-students relationship, avoiding direct correction, having students in pair or group discussion, creating English fun activity (such as games, role play, and drama performance), and encouraging positive self-talk.



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## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses about the research method employed by the researcher. Research method is a systematic procedure a researcher uses to solve the defined research questions (Atmowardoyo, 2010). It explains about research design, participants of the study, subject and object of the study, techniques of data collection and techniques of data analysis.

#### 3.1 Research Design

Before conducting a research, it was necessary to make a structural planning about how to reach an understanding about phenomenon which would be studied. Therefore, the researcher needed to determine a research design. Creswell (2009) defines that research designs are plans and procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.

This research applied a case study to find out the answers of research questions. According to Atmowardoyo (2018), case study can be classified as a descriptive research since it is designed to describe the existing condition of a particular case. Creswell (2003) defines case study as “researcher explores in depth a program, an event, an activity, a process, or one or more individuals”. While, Fraenkel and Wallen (2009) states that case study is a study approach that studies asingle individual, group, or important example to formulate

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interpretations to the specific case or to provide useful generalization. Case study is a study focuses on a particular case with special characteristics.

This research used a case study because it was suited to the objective of the study which is aimed to explore certain information about a phenomenon or specific case of subject. The case of this study was students' anxiety in speaking English and the subjects were students and English teachers at SMA Dharma Loka Pekanbaru. This study was aimed to investigate depth information about students' and teachers' strategies in overcoming students' anxiety in speaking English. As stated by Yin (2018), case studies are relevant the more that your questions require an extensive and "in-depth" description of some social phenomenon.

### 3.2 Participants of the Study

The participants of this study were the second year students of SMA Dharma Loka Pekanbaru and English teachers who teach at that grade. The total number of the participant were 100 students and 3 English teachers. The reasons why the participants were chosen in this study were: first, the school alreadygot accredited as A. Second, only a few people have done their research in this school. Third, many students face anxiety in speaking English at this grade.

In this study, the sampling technique used in selecting participants was purposive sampling technique. According to Arikunto (2010), purposive sampling is the process of selecting sample by taking subject that is not based

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on the level or area, but it is taken based on the specific purpose. Gay and Airasian (2000) add that in purposive sampling, the researcher selects a sample based on his or her experience or knowledge of the group to be sampled. As stated by Creswell (2009), in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. They are selected who can better inform the research questions and enhance understanding of the phenomenon under study. Hence, purposive sampling was considered appropriate for this study due to the purpose of this research to gain deeper information about students' and teachers' strategies in overcoming students' anxiety in speaking English.

Since it was not feasible and for time efficient to gather information from all of the existing students, the writer limited the number of students in a small number of participants. Therefore, 5 students from each class who have fairly high anxiety and 3 English teachers were taken as the participants.

**Table 3.1 Participants of the Study**

No	Classes	Number of Students	Participants	
			Students	Teachers
1	XI MIA 1	33	5	Teacher 1
2	XI MIA 2	33	5	Teacher 2
3	XI MIA 3	34	5	Teacher 3
<b>Total</b>		<b>100</b>	<b>15</b>	<b>3</b>

### 3.3 Subject and Object of the Study

The subjects of the study were the second year students and their English teachers at SMA Dharma Loka Pekanbaru. Meanwhile, the objects of the study

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were students' and teachers' strategies in overcoming students' anxiety in speaking English at SMA Dharma Loka Pekanbaru.

### 3.4 Techniques of Data Collection

In order to obtain the data, the writer used three techniques of data collection namely observation, interview and questionnaire.

#### 3.4.1 Observation

The first technique in collecting the data was carrying out an observation. According to Creswell (2009), observation is the process of collecting endless information directly by observing people and places in the research field. In addition, Ary (2010) states that the observation method is used to collect information from the subjects of the study to reveal the situation, experience, and phenomenon that happen to the subjects. Therefore, this study used an observation in order to see and gather information directly about students' and teachers' strategies in overcoming students' anxiety in speaking English.

In conducting the observation of this study, non-participant type of observation was conducted. Non-participant observer is watching and recording the situation under study without any involvements with the participants or current setting (Cresswell, 2012). During the observation, the writer attempted to see strategies applied by students and teachers in overcoming students' anxiety in speaking English. The writer observed the classes by using online platform: Zoom Meeting. To support the required





data, the writer took field notes that are potential to record every activities during English class.

### 3.4.2 Interview

The second technique to collect the data was interviewing. An interview was used in order to collect the clarification data and verification about the opinion in their mind of the problem that being investigated. As Ary, et al. (2010) explains that interview are used to gather data on subjects' opinion, beliefs, and feeling about the situation in their own word. Meanwhile, the utilization of interview is as an information that gives participants with chances to choose, recreate, and express details of their experience in the particular setting of their lives (Ohata, 2005). In this study, a semi-structured interview which was made up from 5 open ended-questions was utilized to get additional information from both students and teachers. The writer conducted focus group interview for students and individual interview for teachers. In focus group, there were 3 groups to be interviewed and each group consists of 5 students. This interview seems more open-minded technique, so the participants expressed their opinionfreely. In addition, video recorder was used while interview. It enables the researchers to keep the information safely (Creswell: 2012).

### 3.4.3 Questionnaire

The last technique to collect the needed data was by administering a questionnaire. According to Brown (2001), questionnaires are any written

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instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. This questionnaire was committed to acquire the extent to which teachers' strategies are relevant to students' strategies in overcoming students' anxiety in speaking English. It is a Likert scale questionnaire consists of 10 items with five answer options namely: (Strongly Agree) rated 5, (Agree) rated 4, (Neutral) rated 3, (Disagree) rated 2, and (Strongly Disagree) rated 1.

### 3.5 Techniques of Data Analysis

After all data have been collected, the writer started to process them. The writer analyzed the obtained data from observation, interview and questionnaire. The data was analyzed by using qualitative data analysis. Cohen et al. (2011) confirms that qualitative data analysis involves organizing, accounting for explaining the data, in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. So, the purpose of qualitative analysis is to describe the empirical reality behind the phenomenon in depth, in detail and comprehensively.

The first technique was analyzing data from observation phase. The writer explained the process during speaking activity included students' and teachers' strategies in overcoming students' anxiety in speaking English. Second, data from interview which was done by recording the students' and teachers' answer

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will be transcribed, categorized and interpreted to answer research questions. There were some steps in analyzing data through interview. Firstly, transcribing data based on the answers in the audio recording. Secondly, reducing inappropriate data which was not relevant to the study. Afterwards, categorizing data into theme. After the observation and interview data were analyzed, the last technique was analyzing data from questionnaire. In order to answer the research question about the extent to which teachers' strategies are relevant to students' strategies in overcoming students' anxiety in speaking English, the mean scores of questionnaire data were interpreted as follows:

**Table 3.2 Range of Interpretation**

Mean Range	Verbal Interpretation
4.21-5.00	Very Large Extent
3.41-4.20	Large Extent
2.61-3.40	Neutral
1.81-2.60	Little Extent
1.00-1.80	Very Little Extent

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## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents conclusions, implications and recommendations based on analysis data. The conclusions are deduced from the findings and discussions. Beside the conclusions, this chapter also provide implications of the study. The last part of this chapter is the recommendations which are addressed to the English teachers, the students and the future researchers who are going to conduct a study in the similar context.

#### 5.1 Conclusions

This study was conducted to investigate students' and teachers' strategies in overcoming students' anxiety in speaking English at SMA Dharma Loka Pekanbaru. Referring to the findings and discussion explained in the previous chapter, several conclusions could be drawn. Speaking anxiety is often experienced by the students in the classroom. The students help themselves to overcome their anxiety by applying some strategies namely: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies and affective strategies. The strategies mostly applied by the students were metacognitive and affective strategies. They needed to prepare well before having performance, planed their learning, controlled their emotion and built self-encouragement in order to make them reach the target language.



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However, the students still need to be assisted and supported by the teacher to increase their English speaking skill.

Second, regarding with the students' anxiety, the teacher applied some strategies to help the students overcome the feeling of anxiety namely; building teacher-students relationship, avoiding direct correction and encouraging positive self-talk. One of the strategies mostly applied by teacher was by building teacher-students relationship. The teacher emphasized the importance of relationship between the teacher and the students. It could make a comfortable classroom and promote students' psychological adjustment to the learning environment. Therefore, the students would feel enjoy in the learning process and could reach the target language as well.

Third, all teachers' strategies were significantly relevant to students' strategies in overcoming students' anxiety in speaking English since the results of questionnaire data shows that it were in large extent (3.88). One of teacher's strategies which have the most significant relevant to students' strategies was building teacher-students relationship. It was related to students' strategies such as affective, cognitive and compensation strategies. However, all of teachers' strategies were useful to help students in dealing with their anxiety problem. Furthermore, teachers' strategies as well as students' strategies have a contribution in overcoming students' anxiety in speaking English.

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## 5.2 Implications

In relation to the conclusions of the study presented above, it can be argued that investigating students' and teachers' strategies in overcoming students' anxiety in speaking English could provide new information, knowledge and consideration for better implementation of strategies in dealing with speaking anxiety problem. Findings of the study clarify that the appropriate strategies need to be considered in overcoming students' English speaking anxiety.

Indeed, the use of strategies that were found may extend the advantages or benefits that need to be achieved by students and teachers. The different strategies applied by students and teachers could be maintained and retained to support much better results. It implied that both students' and teachers' strategies play an important role in providing a contribution to students' speaking anxiety. It also helps the students to reduce the feeling of anxiety and build their confidence in speaking English. To sum up, investigating students' and teachers' strategies in overcoming students' anxiety in speaking English have an implication for a better English teaching and learning process and gain more advantages of the strategies itself.

## 5.2 Recommendations

On the basis of the findings of the study, some recommendations are provided. These recommendations can be useful for the teachers, the students

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and the next researchers who have the same interest to conduct a similar study.

### 5.2.1 The Teachers

For the teachers, they are recommended to recognize the reasons that underlie students' anxiety and employ appropriate strategies based on the causes of students' anxiety in speaking English. The teachers should pay more attention towards students who are passive and less participation by encouraging them to speaking actively. They should encourage and give the opportunity for their students to speak more in class in order to enhance their speaking skills. Finally, the teachers also should create some fun learning activities to make students are being interested and motivated in speaking English.

### 5.2.2 The Students

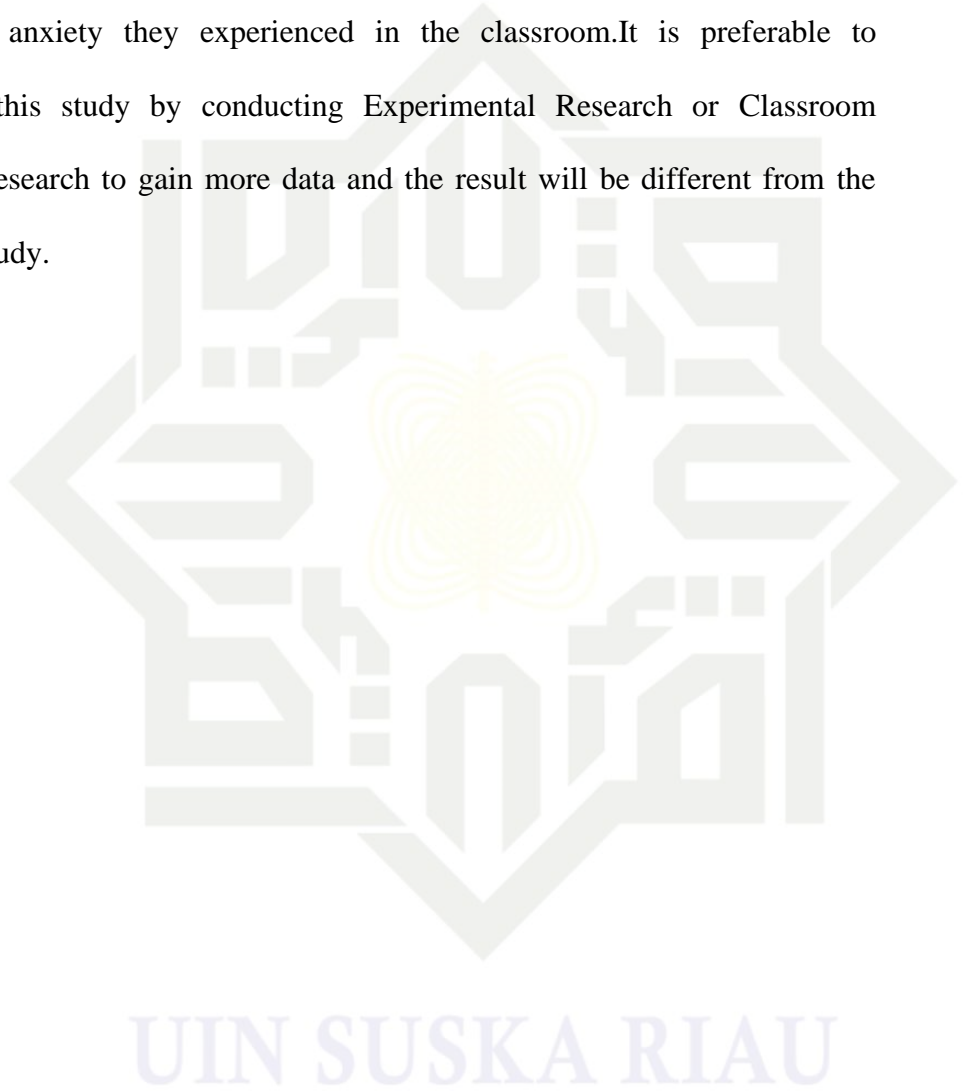
For the students, they should aware that the feeling of anxiety is a normal aspect while speaking in front of others, and anyone can experience it. It is recommended for them to have a big effort in dealing with their speaking anxiety. They should learn English vocabularies from any sources, have a good preparation, increase more self-confidence, and practice more inside or outside of the classroom in order to make English speaking activity runs effectively.

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### 5.2.3 The Next Researchers

For the next researchers, they are recommended to continue conducting a study by making deeper investigations related to the effect or influence of students' and teachers' strategies in overcoming students' speaking anxiety they experienced in the classroom. It is preferable to develop this study by conducting Experimental Research or Classroom Action Research to gain more data and the result will be different from the current study.







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## INTERVIEW

(for teachers)

1. How long have you been teaching English?  
.....  
.....
2. Have you ever seen that students feel anxious in speaking activity?  
Please explain what kind of indication!  
.....  
.....
3. How does students' anxiety affect their speaking performance?  
.....  
.....
4. What are strategies that you apply in overcoming students' anxiety in speaking English?  
.....  
.....
5. What is the most effective strategy that you apply in helping students overcome their anxiety in speaking English?  
.....  
.....

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## **INTERVIEW**

**(for students)**

### **WELCOME**

Thank you for agreeing to be part of the focus group. I appreciate your willingness to participate.

### **PURPOSE OF FOCUS GROUPS**

The reason we are having these focus groups is to find out strategies in overcoming anxiety in speaking English. I need your input and want you to share your honest and open thoughts with me.

### **QUESTIONS**

1. Do you like speaking English? Why?
2. Do you ever feel anxious when speaking English in front of your friends or your teacher? Why?
3. What kind of situation makes you more anxious in speaking English?
4. What strategies do you use to overcome your anxiety in speaking English?
5. How does the teacher's role help you overcoming anxiety in speaking English?

## Field Observation Note

**Class** : XI MIA 1  
**Date** : August 5th, 2021

### Pre-activities

- The teacher entered and greeted the students
- The teacher asked the students to lead pray by using English
- The teacher checked students' attendance and called their names. Not all them responded itu using English

### While-activities

- The teacher gave an explanation using English in the beginning
- The teacher used Bahasa when it was needed to give clear explanation
- The teacher used Bahasa to have interaction with the students
- Not all students turned on the camera
- The students saw the notes while speaking
- The students thought first before they spoke up
- The students tried to remember English words before delivering the ideas
- The students answer the teacher's question by using English and Bahasa when they did not how to say something in English
- The teacher motivated the students to keep trying
- The teacher did not correct the mistakes when they were speaking
- The teacher gave a correction after the students answer the correction
- The teacher praised students when they could answer the question

### Post-activities

- The teacher asked the students' understanding
- The teacher gave a feedback about their learning process
- The teacher drew a conclusion and closed the class by smiling and saying bye



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## Field Observation Note

**Class** : XI MIA 2  
**Date** : August 3th, 2021

### Pre-activities

- The teacher entered and greeted the students
- The teacher asked the students to lead pray by using English
- The student were shy to use English
- The teacher checked students' attendance and called their names. Not all them responded itu using English

### While-activities

- The teacher gave explanation using English in the beginning
- The teacher used Bahasa when it was needed to give clear explanation
- The teacher used Bahasa to have interaction with the students
- Not all students turned on the camera
- The students saw the notes while speaking
- The students thought first before they spoke up
- The students tried to remember English words before delivering the ideas
- The students answer the teacher's question by using English and Bahasa when they did not how to say something in English
- The teacher gave feedback if the students got wrong in answering his question.
- The teacher praised students when they could answer the question

### Post-activities

- The teacher asked the students' understanding
- The teacher gave a feedback about their learning process



- The teacher asked the students to join an additional class in order to have more understanding about the lesson
- The teacher drew a conclusion and closed the class by smiling and saying bye

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## Field Observation Note

**Class** : XI MIA 3  
**Date** : August 24th, 2021

### Pre-activities

- The teacher entered and greeted the students
- The teacher asked one of the students to lead pray by using English
- The student lead the pray by using Bahasa
- The teacher checked students' attendance and called their names. Not all them responded it by using English

### While-activities

- The teacher asked the students about the lesson in the beginning before he started to explain it
- The student answered teacher's question by using English. But he asked the teacher whether he might use Bahasa in answering the question.
- The teacher explained the lesson by using English and Bahasa
- The teacher used Bahasa when it was needed in explaining the material
- The teacher used Bahasa to have interaction with the students
- Not all students turned on the camera
- The students did not show their full face while speaking
- Some students were being silent when the teacher asked them
- The students took notes and saw it for a while when they were speaking
- The students thought first before they spoke up
- The students tried to remember English words before delivering the ideas
- The students answer the teacher's question by using English and Bahasa when they did not how to say something in English
- Some of the students asked the teacher by using Bahasa
- The teacher did not correct students' mistakes when they were speaking

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The teacher gave a correction if there were any mistakes after the students had done in speaking

The teacher praised students if they could answer the question

### Post-activities

- The teacher asked the students' understanding
- The teacher gave a feedback about their learning process
- The teacher remind and motivated the students to be more active
- The teacher drew a conclusion and closed the class by smiling and saying bye

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## INTERVIEW TRANSCRIPT OF GROUP 1

Question Number	Answers
QN.1	F : kalau saya pribadi miss saya suka berbicara bahasa Inggris soalnya bahasa Inggris itu sudah menjadi bahasa internasional. Eee jadi kan kalau misalnya bisa, pandai berbahasa Inggris, berbicara, membaca atau segala macam itu sangat berpengaruh sekali. Kayak misalnya ada orang-orang asing datang atau kita pergi keluar negeri itu sangat berpengaruh sekali untuk berbicara dan berinteraksi gitu.
	G : suka. Karena berguna untuk ngapa-ngapain dan kalau bisa bicara fasih bahasa Inggris kayak keren aja gitu.
	J : suka. Karena bahasa Inggris kan nanti bakal digunakan untuk kerja gitu, jadi sangat berguna sih makanya suka.
	M : kurang lebih sama seperti F Miss. Karena bahasa Inggris akan mampu mempermudah kita untuk berkomunikasi dengan orang luar.
	R : kalau saya enggak suka, Miss. Karena saya kurang bisa bahasa Inggris.
QN.2	F : kalau saya tergantung, Miss. Kalau misalnya cuma interaksi atau Cuma bicara-bicara aja sih gak terlalu cemas gitu walaupun grammar salah atau apakan. Itu ya gimana ya, soalnya bahasanya itu dari bahasa kek apa ya, bahasa kedua atau ketiga gitu, Miss. Makanya kalau cuma interaksi atau bicara biasa-biasa gak cemas. Cuma misalnya kayak tes atau di depan umum atau misalnya acara disuruh pake Bahasa Inggris ya cemas. Jadi nanti tiba-tiba ngeblank dan jadi gak PD mau ngomong apa.
	G : pernah, Miss. Takut salah dan gak nyambung bahasanya kalau berbicara Bahasa Inggris.
	J : pernah. Karena itu bukan bahasa kita jadi bisa aja dan malu untuk berbicara dalam bahasa Inggris dan takut salah.
	M : sering, Miss. Karena pada saat saya berbicara Bahasa Inggris sering salah grammar dan ucapannya.
	R : saya jarang berinteraksi dalam Inggris. Jadi, sekali menggunakan Bahasa Inggris jadi merasa cemas tidak bisa menggunakan Bahasa Inggris dengan baik.

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<b>QN.3</b>	<p>F : situasi yang serius dan menegangkan. Seperti presentasi, saya orangnya kurang percaya diri jadi itu menegangkan dan juga saat dipanggil disuruh maju untuk berbicara Bahasa Inggris.</p>
	<p>G : kalau ada orang yang ngajak ngomong Bahasa Inggris, ada kata-kata yang gak tau artinya karena ngomongnya fasih banget jadi gak kedengeran jelas gitu, jadi makin buat saya gak percaya diri.</p>
	<p>J : kayak lagi presentasi gitu sih. Kayak ada orang lihat rame-rame gitu jadi saya gugup.</p>
	<p>M : kalau tiba-tiba diajak ngomong sama orang asing. Dan juga saat bicara Bahasa Inggris tapi ditertawakan itu juga membuat saya semakin gugup dan cemas.</p>
	<p>R : saat presentasi atau banyak yang melihat saya berbicara Bahasa Inggris.</p>
<b>QN.4</b>	<p>F : kalau dari rumah baca buku pake Bahasa Inggris, nonton YouTube pake Bahasa Inggris, atau gak nonton TV Show pakai Bahasa Inggris. Yang penting kayak cari yang santai-santai tu kan pakai Bahasa Inggris. Kalau di sekolah bisa pake gabungin dua bahasa cuma pernahnya kayak beberapa kali aja. Dan tarik nafas biar lebih PD, Miss. Kadang-kadang gak mau keluar kata-katanya makanya tarik nafas. Terus mikir gitu sebelum bicara, Miss.</p>
	<p>G : diulang-ulang dalam hati biar lebih yakin ngomongnya, Miss. Kadang saya juga coba ingat-ingat apa yang udah pernah diajarin sama guru. Terus kalau lagi bicara kadang saya juga harus tarik nafas dalam-dalam supaya agak rileks gitu karna kan biasanya diawal tu gugup jadi kalau pas udah tarik nafas ya udah agak santai jadi bisa lanjut untuk bicara lagi.</p>
	<p>J : kalau saya sih sebelum bicara kayak coba-coba bicara dulu supaya pas mau bicara tidak kaku. Saya coba berbicara dengan diri sendiri di depan kaca. Saya juga biasanya sering menulis apa yang akan saya sampainya supaya nanti gak nge-blank. Saya juga biasanya kalau bicara ya sambil lihat tulisan yang udah dibuat di buku.</p>
	<p>M : harus lebih banyak belajar Bahasa Inggris biar tidak salah dalam ucapan. Saya juga menghafal kosakata terlebih</p>

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QN.5

	<p>dahulu atau tulis kalimat dikertas dulu. Dan kadang juga praktek ngomong sendiri dibalik layar zoom.</p> <p>R : kalau misalnya ditanya ya jawab aja, kalau gak tau jawab Bahasa Inggrisnya ya dijawab pakai Bahasa Indonesia. Tapi kalau tau cara menjawabnya ya dicoba pake Bahasa Inggris.</p>
	<p>F : guru yang baik dan penyabar bisa buat kita nyaman di dalam kelas tersebut. Jadi, saat aktivitas bicara Bahasa Inggris, saya coba untuk bicara tanpa takut buat kesalahan.</p> <p>G : ya misalnya kalau gurunya bersikap seperti teman, itu buat saya lebih enjoy, miss. Jadi, saya gak terlalu grogi. Saya bisa coba untuk percaya diri dan fokus ke poin yang mau disampaikan aja gitu Miss.</p> <p>J : saat guru ngajar gak terlalu tegang gitu kan Miss saya bisa lebih berani untuk berbicara Bahasa Inggris. Guru yang ramah dan bersahabat dengan kami, itu bisa buat saya jadi lebih percaya diri dan terus coba atau usaha dalam berbicara Bahasa Inggris. Walaupun ya terkadang ada kesalahan kata, tapi saya gak terlalu takut kali, karna kita tau gurunya emang baik dan bakal ngerti kesalahannya. Selain itu saat guru memotivasi kami untuk berbicara dan jangan takut untuk buat kesalahan, saya juga memotivasi diri saya untu berani dan tetap mencoba gitu Miss.</p> <p>M : kalau guru gak pakai full Inggris dan juga gak minta kami untuk pakai full bahasa Inggris, itu bisa bantu saya juga untuk menggunakan bahasa Indonesia dan Inggris. Karna saat saya gak tau apa yang mau saya katakan dalam Bahasa Inggris ya saya harus pakai Bahasa Indonesia.</p> <p>R : guru yang pakai Bahasa Indonesia setelah Bahasa Inggris itu sangat membantu saya memahami apa maksud yang disampaikan. Jadi saya bisa paham dengan pelajarannya juga. Nah, saat saya merasa cemas ga bisa bilang dalam Bahasa Inggris pun saya jadinya bisa untuk menggunakan Bahasa Indonesia pas saya gak tau apa yang mau disampaikan. Jadi, itu bisa mengurangi rasa cemas saya dalam bicara Bahasa Inggris.</p>



## INTERVIEW TRANSCRIPT OF GROUP 2

Question Number	Answers
QN.1	A : suka, karena menurut saya berbicara bahasa Inggris itu keren walaupun hanya bisa berbicara sedikit, Miss.
	J : kalau untuk saya Miss ya suka menyukai berbicara bahasa Inggris karena dapat membantu saya untuk berkomunikasi dengan orang lain yang berbeda negara.
	M : iya saya suka. ya kalau untuk saya biasanya saya menggunakan bahasa Inggris saat kepentingan didalam game, gak sengaja ke-matching sama orang luar karena dia misalnya orang india dan gak bisa pake bahasa india ya udah jadi pake bahasa Inggris aja soalnya itu bahasa internasional jadi semua orang hampir bisa gitu, Miss.
	N : iya suka, karena Bahasa Inggris cukup penting untuk kehidupan sehari-hari. Contohnya ni Miss, saya biasanya belajar bahasa Inggris dari game juga, saya sering terhubung dengan server luar negeri ya tentunya saya berlatih supaya komunikasi dengan teman saya berjalan dengan lancar.
	R : Kalau saya enggak suka, Miss. Karena saya kurang bisa bahasa Inggris.
	A : pernah, karena saya takut kalimat yang saya ucapkan kebalik-balik dan takut pas ditengah-tengah lupa bahasa Inggrisnya apa.
	J : kalau saya Miss pernah merasa cemas paling karna takut salah mau menyampaikan kepada lawan bicara, takut salah arti.
	M : kalau gugup pernah, dulu waktu ambil nilai ujian praktek. Kenapa gugup? karena masih terbalik-balik kata yang disini kok kedepan kata yang disini kok kebelakang, jadi grammarnya tu gak beraturan gitu.
	N : kalau merasa cemas eee kalau cemas, takut, gugup pasti pernah lah, Miss. Jangankan Bahasa Inggris, Bahasa Indonesia saya juga masih takut, cemas, gugup kalau untuk presentasi atau ngomong di depan orang banyak. Kalau untuk Bahasa Inggris cemasnya sih karna Bahasa Inggris bukan bahasa ibu, jadi eee kosakata yang didapat sehari-hari itu

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	<p>masih kurang banyak gitu. Jadi, pas misalnya kalau kita menghafal ada lupa satu kata udah hancur gitu, kalimat yang mau diucapkan tu langsung kayak gak tersampaikan gitu, Miss.</p>
	<p>R : pernah, Miss. Saya cemas kalau misalkan ditanya pakai bahasa Inggris tapi saya bingung mau jawabnya gimana. Dan kadang juga saya cemas kalau mau nanya sesuatu tiba-tiba lupa apa yang udah saya ingat sebelumnya itu.</p>
QN.3	<p>A : situasi yang buat saya semakin cemas itu misalnya kalau saya lagi berbicara di depan banyak orang gitu, Miss.</p>
	<p>J : kalau saya Miss situasi yang buat semakin cemas kayak ngomong sama seseorang pake bahasa Inggris kadang ada kalimatnya yang gak kita ngerti jadi gak tau mau jawabnya, Miss.</p>
	<p>M : kalau yang buat cemas atau gugup situasi waktu kalau orang-orang sunyi, Miss. Soalnya kalau mereka sunyi semakin diperhatikan saya semakin cemas, Miss.</p>
	<p>N : semakin cemasnya kalau berbicara dengan orang yang gak bisa berbicara bahasa Indonesia, dengan bule misalnya Miss. Apalagi yang aksennya gak pernah saya dengar agak sulit mau ngomong gitu, Miss.</p>
	<p>R : eee kalau keadaannya sepi gitu, Miss. Kalau sepi itu kan kita nanti cuma kita sendiri yang berbicara jadi kita yang jadi pusat perhatiannya.</p>
QN.4	<p>A : mencoba untuk tetap tenang dan berusaha untuk mengingat kalimat yang akan saya ucapkan sehingga tidak berhenti ditengah-tengah pada saat berbicara. Saya juga kadang pakai catatan pengingat gitu, Miss. Jadi kalau misalkan saya mau berbicara saya bisa hafal atau liat catatannya sesekali gitu.</p>
	<p>J : ya biasanya paling pede-pedein aja, Miss. Kalau ada kosakata yang gak ngerti kadang pake google translate.</p>
	<p>M : yang pertama kalau lagi bicara di depan umum kalau lagi di perhatiin kek nganggap ga dihiraukan aja. Kemudian, saat di rumah evaluasi apa yang salah bisa liat apa yang salah dari you-tube atau lihat catatan-catatan sebelumnya liat disitu apa yang salah diperbaiki. Selain itu, saya juga sesekali melihat catatan supaya gak kaku saat ngomong.</p>

**QN.5**

<p>N : mungkin yang pertama menurut saya memperbanyak kosakata juga mengerti arti kosakata soalnya setau saya kosakata di bahasa Inggris itu banyak banget dan memiliki arti masing-masing gitu. Yang kedua karna kebetulan suka musik dan lihat YouTube jadi meniru apa yang dikatakan dari apa yang saya dengar. Jadi, dengan meniru suara dia, cara dia ngomong, gimana sih nada pas dia ngomong gitu. Selain itu saya juga harus ya percaya diri aja, kalau ga pede ya gak akan bisa juga sih, Miss.</p>
<p>R : yang pertama pede kan, Miss. Yang kedua kita mengulang-ngulang lagi penggunaan kosakata atau mengulang pelajaran sebelumnya.</p>
<p>A : jadi kan miss, kalau sebelum bicara bahasa Inggris tu biasanya saya ingat2 dulu kata supaya bantu memudahkan untuk bicara. Kalau misalnya gurunya gak ngoreksi kesalaham secara langsung, itu bisa buat saya untuk terus berbicara dan saya pun gak blank tentang kata2 bahasa inggris yang udah saya ingat sebelumnya.</p>
<p>J : saat gurunya ramah, membuat saya lebih mudah untuk berinteraksi dengan dia. Saya gak takut saat mau bertanya sesuatu. Saya juga membangun rasa percaya diri dalam bicara bahasa Inggris di kelas.</p>
<p>M : guru tidak mengoreksi kesalahan secara langsung jadinya saya bisa coba sebisa saya. Saya juga biasanya mengingat kata-kata atau kalimat sebelum bicara supaya gak lupa dan merasa cemas pas bicara Bahasa Inggris. Saat saya salah, saya gak terlalu takut karna gurunya gak anggap kesalahan itu sebagai sebuah masalah.</p>
<p>N : misalnya guru itu gak koreksi kesalahan saat saya berbicara saya jadinya gak down gitu Miss. Saya bisa fokus ke topik yang mau disampaikan. Kalau guru kasih koreksi setelah saya selesai itu lebih baik. Saya jadi tau kesalahannya dan ya saya bisa memperbaiki dan belajar dari kesalahan itu.</p>
<p>R : kalau gurunya friendly itu sangat membantu mengurangi kecemasan bicara Bahasa Inggris Miss. Jadinya kan gak gugup lagi dan saya bisa coba untuk PD. Dan juga kalau guru memotivasi kami tu ya bisa buat saya untuk tetap berpikir positif. Jadi, saya coba bilang ke diri sendiri untuk berani dan saya bisa kalau saya terus mencoba.</p>

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### INTERVIEW TRANSCRIPT OF GROUP 3

Question Number	Answers
QN.1	J : tentu suka, Miss. Karena bahasa Inggris merupakan bahasa internasional yang perlu kita kuasai.
	N : tidak terlalu. Saya kurang bisa berbicara bahasa Inggris karena pengucapannya belum terlalu lancar.
	N : ya miss. Saya ada sukanya, bicaranya tu kalau saya mungkin dipakai untuk santai aja gitu. Jadi kayak gak mementingkan aturan-aturannya, Miss.
	V: saya lumayan suka berbicara bahasa Inggris karena pertama hal utamanya itu karena bahasa Inggris ini adalah bahasa internasional jadi kalau misalnya kita ada ke luar negeri itu kita mudah memahami apa yang orang lain katakan dan kita juga gak kesusahan gitu.
	V : sedikit, soalnya saya tidak terlalu mahir dalam bahasa Inggris.
QN.2	J : ya pernah, Miss. Karena terkadang saya masih takut salah atau benarnya pengucapan kata dan kalimat English yang saya gunakan.
	N : terkadang, Miss. Karena saya cemas jika seandainya pengucapannya salah.
	N : biasanya cemasnya di depan guru aja sih, Miss. Kalau teman-teman mungkin sama-sama ngertilah. Penggunaannya masih berantakan gitu. Nah cemas depan guru ni karena mungkin guru ni bakal perhatiin eee susunan kalimatnya, penggunaanaturannyagitu. Jadi, aaa kemudian saya juga lupa-lupa kosakatanya miss artiannya gitu gak tau cara nyebutnya gimana.
	V : yang pastinya pernah karena eemmm takut ada kesalahan kosakata atau kesalahan kalimat jadi membuat orang lain itu salah paham gitu.
QN.3	V : pernah, saya merasa gugup dan takut salah mengucap kata-kata dalam bahasa Inggris.
	J : jika kurangnya komunikasi dan takut membuat kesalahan sih, Miss. Maksudnya kayak situasi kelas yang formal, karena itu dipantau oleh guru dan teman-teman lainnya, Miss. Terkadang saya saya segan dalam bertanya dengan guru ataupun teman. Jadi kesimpulannya ya dapat dikatakan kurangnya komunikasi gitu, Miss.
	N : saat semua orang memperhatikan dan saat gak tau apa yang mau disampaikan dalambahasa Inggris.

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	<p>N :situasinya mungkin yang agak terlalu hening, Miss. Terus ketika saya lupa kosakatanya jadi ada gugupnya dikit Miss, cemasnya juga.</p> <p>V : lebih cemas kalau banyak salah ngomong Ennglish karena takut mendapat penilaian buruk dari teman, Miss.</p> <p>V : semakin cemas itu kalau salah dalam menyampaikan kata-kata dan sedikit kaku.</p>
QN.4	<p>J: strateginya itu ya miss kayak membangun kepercayaan diri dan motivasi diri sendiri supaya tetap tenang saat berbicara. Terus penting juga untuk mengingat poin-poin penting apa saja yang akan disampaikan. Ya dengan begitu akan memudahkan, sehingga dengan mudah menyampaikan gagasan sekaligus memberi kesan bahwa menguasai topik. Itu sih, Miss. Terus ya pastinya saya ada pakai bahasa Indonesia kalau misalnya gugup karna gak tau mau ngomong apa. Dan ada lagi yang paling penting menurut saya itu melakukan persiapan sebaik mungkin, karena kita punya persiapan ya akan menguasai materinya.</p> <p>N :saat guru mulai mengajukan pertanyaan pada murid-murid, saya mulai menyusun kata-kata dan mencatat di buku lalu saat berbicara saya bisa sambil lihat catatan</p> <p>N : ketika saya lupa kosakatanya saya akan menggunakan dengan bahasa Indonesia eee ketika situasi yang membuat saya cemas itu datang saya mungkin akan lebih sering menatap keatas bukan ke mata orang-orang. Saya juga kadang membuat catatan kecil atau menghafal saya Miss. Eee dengan teks itu mungkin lebih gak cemas Miss karena ada yang saya pegang gitu lo.</p> <p>V : yang pastinya tetap tenang dan percaya diri. Kalau lagi gugup banget ya saya biasanya pakai bahasa Indonesia juga. Dan kalau lagi aktivitas speaking gitu, emmm saya biasanya tulis kayak di catatan gitu em beberapa kalimat yang memang susah saya mengerti, tapi kalau yang dah dimengerti masih bisa dihafal gitu.</p> <p>V : biasanya sih saya mengosongkan dulu pikiran yang ada di dalam kepala saya, terus lebih percaya diri gitu aja, Miss. Terus saya juga ya menghafal kosakata yang penting kemudian mempraktekkan dengan merekam omongan sendiri.</p>
QN.5	<p>J : kalau gurunya dekat dengan kami, saya merasa enjoy gitu dalam berbicara. Jadinya saya buat diri saya untuk coba dan coba lagi untuk berbicara Bahasa Inggris supaya bisa lebih baik. Dan juga kalu guru bilang kalau ada salah itu gak apa karna itu adlaah proses pembelajaran dan semua orang pasti melakukannya, jadi kan miss saya terapkan di pikiran saya gak apa kalau misalnya saya ada buat kesalahan. Poin pentingnya adalah saya tetap mencoba untuk bicara Bahasa Inggris.</p>



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	N : karna guru tidak mewajibkan kami untuk menggunakan full bahasa Inggris dan dia juga menggunakan dua bahasa, jadinya saya bisa menggunakan bahasa Indonesia saat gak tau kosakatanya atau saat saya merasa stuck dan cemas. Saya menggunakan Bahasa Inggris dan juga Bahasa Indonesia. Ya jadinya kan itu bisa memudahkan saya dalam mengatasi kecemasan berbicara Bahasa Inggris
	N : kalau gurunya ramah itu bisa buat saya lebih optimis dan tidak takut kalau buat kesalahan. Kalau ada yang ga saya ngerti saya bisa sering bertanya gitu Miss. Saya coba tetap tenang dan lebih percaya diri dalam berbicara Bahasa Inggris.
	V : saat guru gak koreksi kesalahan saat saya sedang berbicara, saya bisa tetap bicara tanpa merasa khawatir aja gitu, Miss. Saya tetap mencoba sebisanya. Dan juga jika guru memotivasi saya untuk percaya kalau kita tu bisa jika terus mencoba, saya nyiapin diri dulu sebelum berbicara. Untuk mengurangi rasa cemas, saya bicara dengan diri saya sendiri supaya tau kemampuan saya.
	V : cara guru mengoreksi kesalahan kami itu bisa membantu kami. Saya jadinya gak nervous kalau guru gak memotong pembicaraan untuk koreksi kesalahan. Saat guru kasih feedback setelah kita semua selesai berbicara, saya mengevaluasi kesalahan saya. Saya bisa belajar dari kesalahan itu sendiri.

### INTERVIEW TRANSCRIPT OF TEACHER 1

Question Number	Answers
QN.1	I have been joining at SMA Dharma Loka since 2016. So, it is almost 5 years.
QN.2	Yeah, anxious like afraid of speaking English? Actually many students face this problem because you know English subject becoming one of the subject they are afraid yaaa since this is the subject in our school. They do not have any choices, they join my class and trying to speak up eventhough they are not really speaking enough clearly or they are not really delivering the ideas perfectly. At least they are trying eventhough it is not really in the maximum situation or super good deliver, yeaah they are trying. Many students face anxiety for those especially because they do not have basic. About characteristic, well, I found one student ever cried because you know I did an oral test for you know for keterampilan, she did not really know how to deliver it, she is actually one of the best in the class but not in English. The students when they are feeling anxious about speaking English, they get so nervous when they are preparing their speech, they sometimes forget the material when they have to perform it or when they have to present it in front of the class. Most of the students when they are feeling anxious about it, they tend to forget whatever they already prepared. Sometimes they are shaking, they tend to make like aaaa emm aaaaaa emm too much, and avoiding eye contact as well.
QN.3	Well, it affects their performance I believe. Some of them perhap getting low bit insecure, so if they are not really you know if they have anxiety they could not really deliver their speech perfectly, they could not deliver what is preparing perfectly. So, ya it affects them and some of them after the performance they check on me again whether they could take read test but some of them just let it be they are basically get enough speak in English, but ya some of them trying. That is how our students mostly behaving sure does speaking test or speaking English.
QN.4	Okay, basically I am the story teller. I usually tell them the story that I also one time in the past I am not really good in English. For the first time, of course I am sharing them aaa, let say my experience and then some of them perhaps get an idea how to speak English after hear my story and of course in my class I try to use English and somehow I mix my English with Indonesia. We also need to be friendly to our students. I told them to not

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	<p>hesitate contacting me if something happen and not really understand their English and you know I am also having contact with them when like they are having special event and also I am be friend with them in social media. <b>(Building Teacher-Student Relationship)</b></p>
	<p>I do not correct them directly, I just make a note because. If I correct them while they are speaking they will get blank. So that is why I give a correction after they are fully performed. <b>(Avoiding Direct Correction)</b></p>
	<p>I mostly sharing them like the power of positive mind., things like that. Well, basically I like sharing with my students so I tell them as well that nothing is easy the first place. So, they may give it their try because practice makes perfect and so do with speaking. The more you practice to speak, the more you get it. The more you get familiar with the whole sounds, the more you can pronounce it as well. So, the I encourage them ya I am basically telling them the story about common story from zero to hero, from non speaking English percent to someone who can speak fluently. <b>(Encouraging Positive Self-Talk)</b></p>
<p><b>QN.5</b></p>	<p>Of course as a teacher I approach the students, I need to have good relationship with them. I need to be friendly with them, it will make them easier in learning, especially in speaking activity. They will not be afraid to try speaking since they set their mind that the teacher is a nice person. So, it is important to be closer with them. I ask their problems in speaking, I praise the students if they can answer my questions and yaaa make the class is more enjoyable. Of course it will make the students are motivated and try to enjoy in speaking English.</p>



## INTERVIEW TRANSCRIPT OF TEACHER 2

Question Number	Answers
QN.1	I have been teaching at SMA Dharma Loka since 2010, it is about 11 years.
QN.2	It is a bit difficult eventhough I ask them sometimes to turn the camera they just turn on for a while, after that they just turn off again. Eee the characteristic, number one is avoid eye contact, number two is they do not have enough courage to talk. Then, they are afraid of showing their ability because maybe after they talk in English some of their friends maybe said that quite noobish in speaking English.
QN.3	They just keep silent, I ask them to talk they do not, maybe pretending not hearing to what I say. Okay after that, sometimes when I ask them one thing then they just answer one thing. They do not give explanation about some questions. Maybe they just have short answer only and they prevent for the other questions.
QN.4	I usually add special meeting among two or three students after the learning session, it takes around one hour after the lesson, after one o'clock. I give them a special class. I just give a special class because right now there is face to face learning, maybe that is my strategy. I also use Indonesia try to slowly teach them, aaa if this is the case they have to talk this one in English and so on and I hope it works. <b>(Student-Teacher relationship)</b>
	I sometimes use direct and indirect correction. It depends on students because some students need direct, need to correct their mistake directly. But for other students they just say okay, if I do the mistakes do not worry about it first, I will correct it later. It means it depends on student's characteristic as well. Some students, they need to correct "is that correct, Sir?". I know that for some students they are afraid once I correct them, "next time I do not want to talk anymore". <b>(Avoiding Direct Correction)</b>
QN.5	Later on, the one's who speak English will have additional mark. The more the speak English, the more mark they get. I think it will be fair enough for them. I will say to them that if they do more they get more. <b>(Encouraging Positive Self-Talk)</b>
	I think the most effective strategy is by having more interaction with the students for example I make a joke and approach them by using Bahasa as well. I also try to be close with the students. So they will enjoy and not afraid to speak up.

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### INTERVIEW TRANSCRIPT OF TEACHER 3

Question Number	Answers
QN.1	I have been teaching English at SMA Dharma Loka for 4 years.
QN.2	Ya almost every day. They are halting while speaking because their atmosphere mostly they speak Indonesian, Bahasa it makes them not confident in speaking English. It affect their confidence because they have lack of vocabulary and practices. The other characteristic is trembling. They also leave the room with many reasons while I ask them to speak in front of the class.
QN.3	It affects their confidence. They do not get the flow while speaking. Flow means the challenge and ability is not balance so it makes them having flow. While for their score, it does not matter actually. It does not really affect it, yaaa it is about five until ten percent.
QN.4	The first one I safe them do not move them while they are speaking, create a friendly atmosphere of English. I just talk the class using English, ask them eventhough I ask them and they answer using Bahasa but I push I mean not directly push but for myself I speak English.I also usually use code-switching in teaching speaking. It will help them because for giving explanation or important information, sometimes I repeat it. The first one I deliver using English, the second one I deliver through Bahasa, it will affect their understanding. Because actually when I am delivering material in Bahasa, they also still have a problem to catch the point. <b>(Building Teacher-Student Relationship)</b>
	I do not correct and interrupt them while speaking. Mostly I directly send them private chat when they are doing mistakes like misspronunciation and missdiction. I do not give them direct correction in front of them. Because it will affect their confidence when we are giving advice in front of people, it looks them down and embarrasses them. Eventhough the point and what we convey to them is very good but I think that is not best the best way to do that. <b>(Avoiding Direct Correction)</b>
	I am not directly deliver it. I just say everyone always and ever does a mistake. This is the class, you are now learning. So do not worry about the mistake. This the place and time to learn. I ask them to have a mindset this the time and place to learn, if you do a mistake it is okay. <b>(Encouraging Positive Self-Talk)</b>

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I think the most effective strategy is being friendly to the students and use Bahasa to help the students understand about what I am saying about. If I use full English, they of course will feel confused. Because not all students understand about what the teacher says overall. I approach them to be motivated in speaking and do not too push them to use full English as well. The most important thing for me is the students want to try speaking English and I will respect it well.

**QN.5**

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UIN SUSKA RIAU

## QUESTIONNAIRE

**Name** :

**Class** :

Please dear students tick (√) the option that best matches your feeling about each statement.

*Notes: SA : Strongly Agree, A : Agree, N : Neutral, D : Disagree, SD : Strongly Disagree*

Statements	SA	A	N	D	SD
1. My teacher is a friendly person. She/he acts as our friend. So I try to keep calm and increase more self-confidence inspeaking English.					
2. I can be closer with my teacher because she/he is a nice person. I make myself relaxed not stressed out in speaking English.					
3. I feel comfortable in English class because my teacher builds a good relationship with us. So, I keep trying to speak as hard as I can without feeling worried or afraid of making mistakes.					
4. When my teacher uses English and Bahasa in speaking, I can switch English into Bahasa as well since I do not know how to say words in English. It helps me overcome the feeling of anxiety in speaking English.					
5. When my teacher does not interrupt me while speaking English, I try to keep speaking up and donot care about grammatical errors.					
6. My teacher gives a correction after I have done in speaking. So, I evaluate what is wrong and encourage myself to learn from mistakes for further improvement.					
7. I try to memorize the sentences when I am going to speak up and it does not matter for me if I forget or get wrong because my teacher does not correct my mistakes while I am speaking English.					
8. When my teacher says mistakes can be made by everyone, I tell my self not to be scared to speak English and keep in mind that I am still learning.					
9. Teacher's encouragement makes me keep positive thinking that I can speak English well.					
10. After teacher motivates me to believe in myself and keep trying, I try to be well-prepared before performance and keep on speaking English without feeling anxious.					

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### The Results of Questionnaire

No	Participants	Statements									
		1	2	3	4	5	6	7	8	9	10
1	S1	5	4	3	5	4	5	3	4	4	4
2	S2	4	4	4	4	5	3	4	3	4	3
3	S3	4	4	3	4	5	5	4	3	3	3
4	S4	3	4	3	3	3	4	3	3	3	3
5	S5	5	5	5	5	5	5	5	5	5	5
6	S6	4	5	4	4	5	4	2	4	5	3
7	S7	4	3	5	5	4	4	3	5	3	4
8	S8	4	4	3	4	5	3	3	4	4	4
9	S9	3	4	3	4	3	4	2	4	4	4
10	S10	3	3	3	3	3	3	4	3	4	3
11	S11	4	3	3	3	3	3	4	4	3	3
12	S12	5	5	5	5	5	5	5	5	2	5
13	S13	4	4	4	4	3	4	3	4	4	4
14	S14	5	4	4	4	4	4	4	3	4	4
15	S15	4	3	4	4	5	5	3	4	4	4

**Note:**

**5: Strongly Agree, 4: Agree, 3 : Neutral, 2: Disagree, 1: Strongly Disagree**



### The Classification of Mean Scores

No	SA	A	N	D	SD	Total	Mean	Category
1	20	32	9	0	0	61	4,07	Large Extent
2	15	32	12	0	0	59	3,93	Large Extent
3	15	20	21	0	0	56	3,73	Large Extent
4	20	32	9	0	0	61	4,07	Large Extent
5	35	12	15	0	0	62	4,13	Large Extent
6	25	24	12	0	0	61	4,07	Large Extent
7	10	20	18	4	0	52	3,47	Large Extent
8	15	28	15	0	0	58	3,87	Large Extent
9	10	32	12	2	0	56	3,73	Large Extent
10	10	28	18	0	0	56	3,73	Large Extent
<b>Overall Mean</b>							<b>3,88</b>	<b>Large Extent</b>

**Note:**

**SA : Strongly Agree, A : Agree, N : Neutral, D : Disagree, SD : Strongly Disagree**

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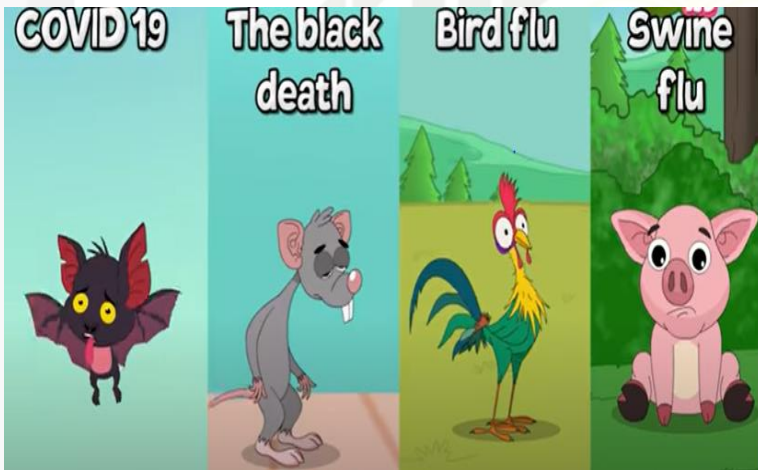
<b>RENCANA PELAKSANAAN PEMBELAJARAN (DARING)</b>	
<p>Sekolah : SMAS Dharma Loka Pekanbaru            Mata Pelajaran : Bahasa Inggris            Kelas/Semester: XI/ Ganjil            Materi Pokok : Relative Clause            Alokasi Waktu : 8 JP</p>	<p>KD 3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan Relative Clause)</p> <p>4.4 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
<b>TUJUAN PEMBELAJARAN</b>	
<p>Melalui kegiatan pembelajaran dengan model pembelajaran discovery learning, menggunakan aplikasi Zoom Meeting, Google Classroom, Padlet and Youtube, peserta didik dapat menerapkan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaan Relative Clause.</p>	
<b>KEGIATAN PEMBELAJARAN</b>	

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**PENDAHULUAN**

1. Memberikan salam, berdoa, dan melakukan absensi.
2. Memberikan Apersepsi menggunakan gambar di bawah ini



3. Guru memberikan motivasi
4. Guru mengirimkan link materi pembelajaran berupa video youtube yang didalamnya terdapat penggunaan relative clause.
5. Guru menyampaikan tujuan pembelajaran

**KEGIATAN INTI**

**Mengamati**

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	<ol style="list-style-type: none"> <li>1. Guru mengarahkan peserta didik untuk menonton atau mengamati video pembelajaran terkait Relative Clause</li> </ol>
	<p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>2. Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik yang berkaitan dengan penggunaan <i>Relative Clause</i> dalam video.</li> </ol>
	<p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>3. Peserta didik mendiskusikan bersama dalam kegiatan daring melalui zoom meeting, mengumpulkan dan menganalisis informasi tentang penggunaan Relative Clause</li> </ol>
	<p><b>Mengasosiasi</b></p> <ol style="list-style-type: none"> <li>4. Peserta didik mengidentifikasi ciri-ciri dan perbedaan fungsi Relative Clause yang terdapat dalam sebuah cerita yang ditampilkan oleh guru di Zoom Meeting</li> </ol>
	<p><b>Mengkomunikasikan</b></p> <ol style="list-style-type: none"> <li>5. Guru memberikan kesempatan kepada peserta didik untuk mengemukakan pendapat tentang penggunaan <i>Relative Clause</i> melalui media Padlet</li> <li>6. Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari.</li> </ol>
	<p><b>KEGIATAN PENUTUP</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan</li> <li>2. Guru memberikan penguatan terhadap materi yang sudah dipelajari dengan memberikan penugasan dan menyampaikan rencana pembelajaran selanjutnya, serta diakhiri doa dan salam penutup.</li> </ol>
	<b>PENILAIAN</b>
	<ul style="list-style-type: none"> <li>• <b>Penilaian Pengetahuan : berupa tes tertulis pilihan</b></li> <li>• <b>Penilaian Sikap : Berupa penilaian diri, penilaian antar teman dan jurnal sikap melalui google form</b></li> </ul>

Lampiran Rubrik Penilaian

**RUBRIK PENILAIAN BAHASA INGGRIS**



### Petunjuk penilaian soal pilihan ganda

NO SOAL	BOBOT SOAL
1-20	5
Jumlah Score Maksimal	100

Jika benar, mendapatkan score 5

Jika salah, mendapatkan score 0

Penentuan score pilihan ganda

$$SPG = \frac{\text{SCORE PEROLEHAN}}{\text{SCORE MAKSIMAL}} \times 100$$

**Mengetahui,**  
**Kepala SMAS Dharma Loka Pekanbaru**

**Pekanbaru, Agustus 2021**  
**Guru Mata Pelajaran**

**Dessy Pratiwi,S.Pd.**

**Elisa Kurnia, S.Pd.**

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**كلية الدراسات العليا**  
**THE GRADUATE PROGRAMME**

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No. : 1448/Un.04/Ps/PP.00.9/2021 Pekanbaru, 16 Juli 2021  
 Jumlah Berkas : 1 berkas  
 Tujuan : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada  
 Yth. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
 Satu Pintu Prov. Riau  
 Pekanbaru

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Nama : SUCI KUSPITA SARI  
 NIM : 21990125575  
 Program Studi : Pendidikan Agama Islam S2  
 Semester/Tahun : IV (Empat) / 2021  
 Judul Tesis/Disertasi : STUDENTS' AND TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMA DHARMA LOKA PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMA DHARMA LOKA PEKANBARU

Waktu Penelitian: 3 Bulan (16 Juli 2021 s.d 16 September 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

UIN SUSKA RIAU



Dr. H. Ilyas Husti, MA  
 NIP. 19611230 198903 100 2



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

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 State Islamic University of Sultan Syarif Kasim Riau

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**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/42744  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepada Dina Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1448/Un.04/Ps/PP.00.9/2021 tanggal 26 Juli 2021**, dengan ini memberikan rekomendasi kepada:

- |                      |  |
|----------------------|--|
| 1. Nama              | : <b>SUCI KUSPITA SARI</b>   |
| 2. NIM KTP           | : 21990125575  |
| 3. Program Studi     | : PENDIDIKAN AGAMA ISLAM   |
| 4. Konsentrasi       | : PENDIDIKAN BAHASA INGGRIS  |
| 5. Jenjang           | : S2   |
| 6. Judul Penelitian  | : <b>STUDENTS' AND TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH AT SMA DHARMA LOKA PEKANBARU</b> |
| 7. Lokasi Penelitian | : SMA DHARMA LOKA PEKANBARU  |

Dengan ketentuan sebagai berikut:

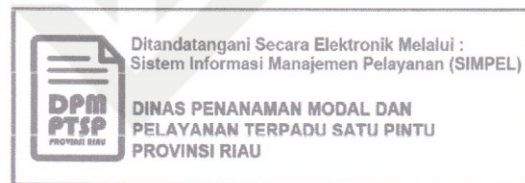
1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
 Pada Tanggal : 26 Juli 2021



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**SURAT KETERANGAN**

Nomor : 379/SMA-DL/X/2021

Surat keterangan di bawah ini, Kepala Sekolah Menengah Atas (SMA) Dharma Loka

: Dessy Pratiwi, S.Pd.

: Kepala SMA Dharma Loka Pekanbaru

Dengan ini menerangkan :

: Suci Kuspita Sari

: 21990125575

: Pendidikan Agama Islam S2

: *Students' and Teachers' Strategies in Overcoming Students' Anxiety in Speaking English at SMA Dharma Loka Pekanbaru*

Adapun nama tersebut benar telah melaksanakan penelitian dan pengambilan data/informasi di SMA Dharma Loka Pekanbaru dalam penulisan tesis yang berjudul *Students' and Teachers' Strategies in Overcoming Students' Anxiety in Speaking English at SMA Dharma Loka Pekanbaru* pada tanggal 16 Juli - 16 September 2021.

Dengan surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagai salah satu persyaratan **Pelaksanaan Kegiatan Riset/Pra Riset dan Pengumpulan Data untuk Bahan Skripsi**.

Pekanbaru, 22 Oktober 2021

Kepala Sekolah,



Dessy Pratiwi, S.Pd.



- Hak Cipta Dilindungi Undang-Undang**
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Certificate Number: 552/HOMIE/XI/2021

**TOEFL**

## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Suci Kuspita Sari  
ID Number : 1402074301960001  
Test Date : 9 November 2021  
Expired Date : 9 November 2023

achieved the following scores:

Listening Comprehension : 56  
Structure and Written Expression : 55  
Reading Comprehension : 54  
Total : 550



Robi Kurniawan, M. A.  
Homie English Director



Izin No: 37/06.06/DPMP/TS/IX/2021

Under the auspices of:  
HOMIE ENGLISH

At: Pekanbaru

Date: 11 November 2021



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# إشهاد

## اختبار كفاءات اللغة العربية لغير الناطقين بها

يشهد العلق بأن:

سيد/ة :	Suci Kuspita Sari
رقم الهوية :	1402074301960001
تاريخ الاختبار :	9 November 2021
الصلاحية :	9 November 2023

قد حصل/ت على النتيجة في اختبار الكفاءات في اللغة العربية لغير الناطقين بها

الاستماع :	57
القواعد :	47
القراءة :	49
المجموع :	510

الترقيم التعريفي

No. 564/GLC/XI/2021



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Izin No: 420/BID.PAUD.PNF.2/VIII/2017/6309

Under the auspices of:  
Global Languages Course  
At: Pekanbaru  
Date: 11 November 2021

الأمين العام

أدي خير الدين الماجستير



### KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	15/3-2021	Research problem, Research question, and Definition of Terms	<i>[Signature]</i>	
2.	29/3-2021	Conceptual framework	<i>[Signature]</i>	
3.	19/4-2021	Research design	<i>[Signature]</i>	
4.	12/7-2021	Data collection technique and instrument	<i>[Signature]</i>	
5.	1/10-2021	Findings of the study	<i>[Signature]</i>	
6.	7/10-2021	Conclusions of the study Hak Cipta milk of UIN Suska Riau	<i>[Signature]</i>	

Hak Cipta Diindungi Undang-Undang

### KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	24/3-2021	Research problem and Research question	<i>[Signature]</i>	
2.	29/6-2021	Data collection technique and instrument	<i>[Signature]</i>	
3.	5/7-2021	Data analysis technique	<i>[Signature]</i>	
4.	13/7-2021	Revisi chapter 3	<i>[Signature]</i>	
5.	28/10-2021	Findings of the Study	<i>[Signature]</i>	
6.	State 2021/11	Implications of the Study UN Islamic University of Sultan Syarif Kasim Riau	<i>[Signature]</i>	

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## BIOGRAPHY

### PERSONAL INFORMATION

Name : Suci Kuspita Sari  
Place/Date of Birth : Bukit Lingkar / January 24<sup>th</sup>, 1996  
Gender : Female  
Religion : Islam  
Nationality : Indonesia  
Marital Status : Single

### ADDRESS & PERSONAL CONTACT

Address : Jl. Swakarya, Kel. Tuah Karya, Kec. Tampan  
Phone Number/WA : 0822-6605-9924  
Email : suci.sari759@gmail.com

### EDUCATIONAL BACKGROUND

1. 2001 – 2007 : SDN 012 Bukit Lingkar  
2. 2007 – 2010 : SMPN 1 Batang Cenaku  
3. 2010 – 2013 : SMKN 1 Rengat  
4. 2013 – 2017 : Universitas Riau (English Education Department)

Pekanbaru, 24<sup>th</sup> of September 2021

Suci Kuspita Sari