



(The Analysis of teachers' Strategies in Lessen Students' Speaking Anxiety at MAS Lamno Aceh Jaya)

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Abstrak

Penelitian ini bertujuan untuk mengetahui strategi guru di dalam mengajar *speaking*. Penelitian ini menggunakan metode deskriptif kualitatif. Partisipan penelitian adalah 25 siswa dan dua guru bahasa inggris di MAS Lamno Aceh Jaya. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah observasi dan wawancara. Tujuan dari penelitian ini adalah untuk mengetahui strategi guru di dalam mengajar *speaking* dan untuk mengetahui strategi siswa dalam belajar *speaking*. Hasil penelitian menunjukkan bahwa kedua guru bahasa inggris menggunakan beberapa startegi dalam mengajar speaking yaitu: membuat grup, membuat aktifitas yang mudah berdasarkan pengajaran kosakata, memberikan beberapa instruksi atau training dalam berdiskusi, membuat siswa tetap berbicara bahasa target, bermain peran, dan mengingat kosakata. Secara keseluruhan guru mengajar dengan baik. Kendala siwa dalam belajar *speaking* yaitu siswa takut berbicara dalam bahasa inggris, siswa merasa takut ditertawakan oleh teman-teman, siswa merasa gugup ketika mereka ingin berbicara bahasa inggris di depan orang lain. Strategi siswa dalam belajar *speaking* dan mengatasi ketakutan dalam *speaking* yaitu siswa mencoba untuk berpikir positi walaupun sedikit takut dalam belajar speaking tetapi siswa mencoba untuk bisa lebih tenang.

Kata Kunci: Strategi guru, Ketakutan berbicara siswa

Abstract

This study aimed to know the teachers' strategies in teaching speaking skill. This research employed a descriptive qualitative method. The participants of research were 26 students and 2 English teachers in MAS Lamno Aceh Jaya. The instrument of collecting the data used in this study were obseroation and interview. The objectives of this research were to know the teachers strategies in teaching speaking skill and to know the students strategies in learning speaking. The result revealed the teachers' strategies of two English teachers were making a group work, did the activities based on easy language like teaching vocabularies, give some instructions or training in discussion skills, keep students to speak the target language, role play and memorizing vocabularies. Overall, the teachers did the process of teaching and learning so well. The students' obstacles in learning speaking were the students were afraid to speak in English, the students felt afraid to be laughted by their friends, the students felt nervous when they were trying to speak in front of people. The strategies of the students in learning speaking and avoid anxiety in speaking were: the students tried to be positive thinking even if they feel quite afraid in learning speaking but the student tries to relax.

Keywords : Teachers' Strategies, Students' Speaking Anxiety

1. INTRODUCTION

1.1 Background

Speaking is a way that is used by everyone to express their ideas or opinions about what they want to convey (Muna & Fitriah 2019; Komariah et al, 2020;). Speaking is one thing that can convey the main ideas of our thoughts (Thornbury, 2012: 27). However, speaking is still being one of the students' difficulties in learning English for many learners (Fitriani & Zulkarnain, 2019; Hanifa, 2018; Halimah,2018). Based some researcher research, there were still many students feeling the anxiety to speak in front of people (Erdiana et al, 2020; Mayangta, 2013). Learning a foreign language can create a little worry for students in itself because it can cause fear that can hinder their self-confidence and abilities when appearing in front of the class. The success of students' speaking when appearing in front can be measured by their ability to carry out a conversation, because almost everyone has anxiety, especially when the individual speaks in front of an audience.

According to Zed & Kassida (2018; MacIntyre & Gardner, 1991) state that anxiety speaking in English can make a person hindered in the learning process; anxiety can also cause a sense of tension and fear of one's self-confidence. An anxiety in the language learning process can be a major obstacle; language anxiety can affect language acquisition, retention, and production. Supporting by Putri & Marlina (2019:1) students speaking anxiety in a foreign language can cause a lack of self-confidence and students must have their own solutions in overcoming it.

According to Nurdyansyah (2016:2) learning strategy is a model that is planned on learning including methods or techniques that create by teachers. Based on definition above, these mean that strategy is used by the teacher in learning processes to think, solve problem and make decisions to achieve the goal in teaching learning process. Since anxiety can have main effects in English foreign language, it is important to know the students' anxiety. Therefore, the researcher wanted to investigate the teacher' strategy in teaching speaking to lessen the students' anxiety, what the factors felt by students, may contribute to the anxiety in trying to understand the problems of anxiety in English Foreign Language more deeply. Based on the above, the reasons of the researcher wants to conduct research with the title "*The Analysis of teachers' Strategies in Lessen Students' Speaking Anxiety at MAS Lamno Aceh Jaya.*"

1.2 Research Problem

Based on the explanation above. There are some problem that will be analyze in this study, they are :

1. What are the teacher strategies in teaching speaking anxiety skill at MAS Lamno Aceh Jaya?
2. How are the students' strategies in learning speaking at MAS Lamno Aceh Jaya?

1.3 Research Objectives

Base on the problem of the study above, the objectives of the study are as follows:

1. To know what are the teachers strategies in teaching speaking anxiety at MAS Lamno Aceh Jaya.
2. To know what are the student strategies in learning speaking at MAS Lamno Aceh Jaya.

2. RESEARCH METHODOLOGY

2.1 Research Design

The researcher uses descriptive qualitative method to obtain his purpose. In this case, descriptive qualitative method uses to describe the teachers strategies in teaching speaking anxiety and the students' strategies in learning speaking at MAS Lamno Aceh Jaya. The participants of this research was 26 students and two English teachers at MAS Lamno Aceh Jaya. In this research, the writer uses observation and interview in collecting the data.

2.2 Data Collection

2.2.1 Research instrument: Observation

In conducting the observation, The researchers did the observation towards the teachers and the students. The researcher saw on how the condition during to process of teaching and learning in this case, the researcher was focus on the students because the researcher saw on how the students' reaction in speaking lesson. The researcher wants to know whether the students are afraid to involve in the learning classroom by seeing their

reaction. Even when the teachers try to ask them to speak, or make them participant whether try just quiet or active.

In this case, the reseracher conducted two days observation by creating 10 questions. Those questions classified into two parts. There were five questions related to the interaction between teachers and the student. However, there were five questions related to the interaction between students and students. The researchers took a note about those questions for two days. The researcher used to take a note while observing the students and the teachers in the classroom.

2.2.2 Research instrument: Interview

The researcher did the interview with two teachers by using structured interview. The researcher recorded the interview between the researcher and the teachers by using audio recording. The researcher asked the teachers to answer some questions after learning process about the strategies that used by the teacher in teaching speaking skill and the problem that faced by the teacher in teaching strategies in lessen students' speaking anxiety.

Beside, the researcher also did the interview with one student. This interview was about to know the strategies that the student use while she is learning English. So, in this case the interview was not only do with the teachers but also the student in that school. It could be an analysis on the student' startegies in learning speaking English and on how the student avoid the axienty. Same as the tecahers, the researcher also use the audio record in collecting the data in the research field.

2.3 Data Analysis

2.3.1 Data Analysis for the Observation

The data analysis for the observation is based on the researcher' observation towards 25 students at MAS Lamno Aceh Jaya. The researcher did the observation for two days. The reseracher wants to know the students interaction with the teacher and also the students interaction with the another students. The researcher analyzed the data by preparing some questions that made by the reseracher. The researcher took a note of the observation on the paper while the reseracher did the observation in the classroom. After the researcher finished the observation, the researcher wrote the t result of observation.

2.3.2 Data Analysis for the Interview

The data analysis for the interview is based on the answer of two English teachers that taught at MAS Lamno Aceh Jaya about the teachers' strategies in teaching speaking anxiety and the students' strategies in learning speaking. The researcher analyzed the data by giving the teachers some questions about teachers' strategies in teaching speaking anxiety. The researcher also did the interview with a student in order to answer the question about the student' strategies in learning speaking. During the process of interview, the reseacher uses the audio record. After the researcher finished the interviewing, the researcher transcribe the result of interviewing both teachers and also the student.

3. RESULT & DISCUSSION

3.1 RESULT

3.1.1 The result of the observation

The result of observation the result of the interaction between teacher and students in observation day one and day two have almost the same result. From the observation of the research about two days. It shown that the interaction between teacher and students are good. The students responses towards the teacher also quite good because the students try to do what teacher said as they can.

However, the result of the interaction between students and students in observation based on day one and day two. From the observation of the research about two days that has been conducted by the researcher. It shown the interaction between students and students were really good. The students seem like to do their best when they need to speak English or answer something that delivered by their friends and teacher.

3.1.2 The result of Teachers' Interview

The result of interview, the first teacher some strategies that the teacher use really often during teaching speaking. Those strategies were: making a group work, based the activities on easy language like teaching vocabularies, gave some instructions or training in discussion skills, kept students to speak the target language. The teacher did the strategies that has been explained above and the teacher did it so well in teaching activities.

Beside, the second teacher used some strategies in teaching speaking to the students. Those strategies that the second teacher used really often during teaching speaking were : making a group work, role play, memorizing vocabularies, giving some jokes while the process of teaching and learning, based the activities on easy language like teaching vocabularies, and mix the target language with the students' language.

3.1.3 The result of Teachers' Interview

From the result of interview between researcher and the student, the student has a strategy in learning speaking English. It also used by the student to avoid anxiety in speaking: The student tried to be a person who has a positive thinking even if she felt quite afraid in learning speaking but the student tried to relax. So, the student could think well while the teacher asked a question to her. It was the strategy of the student in learning speaking.

3.2 DISCUSSION

3.2.1 Observation

The researcher concluded the result of the interaction between students and students in observation based on day one and day two. From the observation of the research about two days that has been conducted by the researcher, it shown the interaction between students and students were really good. The students seem like to do their best when they need to speak English or answer something that delivered by their friends and teacher.

Beside, the researcher also found some obstacles made their interaction cannot fully achieved in the classroom when they need to speak English. The students were still shy, lacking of confident, nervous and even they look worry when they are speaking English. The researcher found the anxiety of their face when they were starting to use English as language but overall they try to speak and answer question as they can. Moreover, the teacher tried to motivate the students in learning speaking.

The result of interaction between teacher and students found the observation of the research about two days, it shown the interaction between teacher and students were good. The students responses towards the teacher was quite good because the students tried to do what the teachers said as they can. It means the students try to give their effort

to communicate with their teachers as well. The interaction could success if both of them were having a good communication.

Beside, the researcher also found some obstacles made their interaction cannot run well even if the tried their best to engage in speaking English because the students still of vocabularies. The problem of the students were lacking of vovabularies which they cannot perform well while they were speaking. As we know, vocabularies were basic thing that the students should have in order to speak English. Even the students were still nervous and not confident when the teacher asked them to speak English and come in front of the class.

Moreover, the teacher tried to motivate the students to learn and speak English inside and outside of the classroom. A good thing was done by the teacher when the teacher supported their students possitively to always learn even if it was not easy. It could make the students increase their confident in the future. The students also need a support system to always support their process. So, the teacher has a good role here.

The result of the interaction between students and students, the researcher concludes the interaction between students and students in observation based on day one and day two. From the observation of the research about two days that has been conducted by the researcher, it shown the interaction between students and students were really good. The students seem like to do their best when they need to speak English or answer something that delivered by their friends and teacher. It was not have much differences from the observation day one. It concludes the students were basically have a big interest in learning English. That is why the interaction of them run well. Eventhough there were still difficulties but at least they show their effort.

Beside, the researcher also found some obstacles made during the interaction between students and students. Their interaction cannot fully achieved in the classroom when they need to speak English. The students were still shy, lacki of confident, nervous and even they look worry when they were speaking English. It shown even if the students speak with their own friends or classmates but the problem was when the teacher called them to speak in front of class they would be so nervous. The students were afraid to be judged by the teacher and their friends as well.

The researcher found the anxiety of their face when they were starting to use English as langauge but overall they try to speak and answer question as they can. It was

a normal reaction from the students, they feel nervous, not confident or afraid to a mistake while they are standing in front of class. Moreover, the teacher tried to motivate the students in learning speaking. Beside, the teacher always do her best to motivate the students to practice their English.

3.2.2 Teachers' Interview

The result of the first teacher, the teacher made the students feel more comfortable when she found the students which afraid to ask a question to her. It made the students feel calm in learning English. The teacher has some way in order to make the students feel interest in learning English. The teacher should create a comfortable class so that the students do not feel anxiety. Sometimes the students feel shy to speak English. It was in line with the view of Putri & Marlina (2019:1) state students speaking anxiety in a foreign language can cause a lack of self-confidence. The teacher also should be closer to the students in their activities in the classroom and explain the explanation with the interesting way.

From all explanation, the first teacher used some strategies really well in teaching speaking anxiety to the students. It was the same as the view of It was in line with the view of Ur (1996:121) stated that there are several ways of the strategies for a teacher to solve a problem in the speaking class. Those startegies that the teacher used really often during teaching speaking were : making a group work, base the activities on easy language like teaching vocabularies, give some instructions or training in discussion skills, keep students to speak the target language. The strategies would do in the process of teaching and learning by the teacher.. It was in line with the view of Istiqomah (2019:13) Strategy is a way that a teacher will do in learning procedures such as learning, thinking, teaching, etc. The teacher did it so well in teaching activities.

The result of the second teacher, researcher concludes that the students' anxiety in learning speaking the teacher gave the students the spirit and cheer up them. The students sometimes feel worry and afraid to do something. It was in line with the view of Santriza (2018:6) anxiety is characterized as someone who doesn't hesitate to face something that could be a difficult problem for him. Moreover, The teacher said so far the students was really good to work in the group. They worked together in the group. On the other hand, the students have the obstacles when they do the presentation. The students are shy to answer the question from their friends.

The teacher encourages the students to be excited in participating in their group. The teacher explained that each member in the group have their own work. It was in line with the view of Kelly & Stafford (1993) they say that small group discussions can help learners develop a range of speech function and interaction management skills. Beside, the teacher do not use English fully while teaching and learning process. The teacher also said that often to use role play in the classroom. However, before the teacher teaches in the classroom. There is no obstacle while the teacher is preparing in the classroom.

Beside, the teacher said her students often explain the explanation to the students who are still not understand. The teacher gave the students a chance to the students who understand the lesson to give their opinion. The teacher also found her students help each other between the students and another students can help them to understand the topics. The teacher has a special way to use in order to reduce students' anxiety. The teacher explained by having a mindset if English is also the same as our language. So, the students do not need to be afraid to learn.

From all explanation, the second teacher used some strategies really well in teaching speaking anxiety to the students. Those strategies that the teacher use really often during teaching speaking are : making a group work, role play, memorizing vocabularies, giving some jokes while the process of teaching and learning, base the activities on easy language like teaching vocabularies, and mix the target language with the students' language. It was in line with the view of Ur (1996:121) stated that there are several ways of the strategies for a teacher to solve a problem in the speaking class.

In order to reduce the student' anxiety in learning speaking the teacher need to explain slowly and motivate them in learning English. The students really need motivation from the students because speaking is the most complicated skill. It is in line with the view of Pollard (2008) states one of the most complicated skills to be mastered by the students is speaking. So, it was not easy to the students to speak English in front of people even learn English perfectly. So, that is why the teacher need to reduce students' anxiety by giving them more motivation.

Moreover, the teacher gave the vocabularies were better to the students to learn English. It shown the teachers have her own strategy in teaching speaking towards the students. The teachers tried to build a basic thing in English by giving the vocabularies. It means the teacher wants her students to memorize something before they speak English.

It was in line with the view of Gudu (2010) state that the teacher asked the students to perform text they have memorize without any various strategies. Therefore, the teacher should have the competence to provide an interesting way in build the students' confidence to speak English.

Beside, the teacher agrees if a grup work could improve students' ability. In a group work the students can share vocabularies and could practice it together with their friends. Vocabulary was one of the problem towards the students nowadays. The statement was support by Hakim (2015) state taht in general students in Indonesia were reluctant to speak English because of the problem of lack of vocabulary and phrases to express their ideas in English. Each group there is one student who have the ability more than another studens which can share their knowledge together with their friends. The teacher was runing well because the students usually have present the presentation.

The teachers asked the students in a group to participate in group discussion. Reminds the students to always involve in a group was really needed. It was really good to make the students feel interest in learning so group discussion should be a good solution. It was in line with the view of Nyquist (2003), there are some strategy that can be used in teaching speaking skill, such as brainstorming, problem solving strategy, games, group work , role play etc. Learning English in the classroom was not enough if they do not learn or practice it outside of the classroom. Even the students sometimes forget to learn if there was no one reminds them to learn. If there is no one encourage them or asking them to practice English, they could think English is not important at all to learn because the teacher also do not really ask them to learn.

3.2.3 Student' Interview

From the result of explanation, the strategies of the students in learning speaking and avoid anxiety in speaking were: The student tried to always positive thinking even if they feel quite afraid in learning speaking but the student tries to relax. So, the student could think well while the teacher asked a question to her. It was what the student' startegies in learning speaking. It was in line with the view of Kondo & Ling in Trisdianti (2018: 19) said that there are four strategies to less students' anxiety in the language classroom, one of them is to be positive thinking.

The researcher concludes speaking English was important to the student. As we know speaking English is not easy especially for EFL students because English is not our first language. It is in line with the view of Fajrinur (2019) state that speaking English is still hard to learn besides it has a lot of parts that should be mastered by the students. The importance of English to the students were not only about a language but also as a knowledge in the future.

The student explained the obstacle while learning English. Those obstacles were : the student was afraid to speak in English, the student felt afraid to be laughed by their friends, she felt nervous when she is trying to speak in front of people. It shown the problem with the student in learning English was when the students does not feel confident towards their skill. So that the student looks too afraid if they would make the mistake. This phenomenon is in line with a study done by Chiu, et.al (2010: 109) state that when the learners have to speak using English, they easily feel anxious.

The student feels nervous and very anxious to speak in front of the class. The phenomenon was in line with the view of Price (1991) as cited in Ozturk & Gurbuz (2014) found that speaking in front of their class is a very anxious activity for foreign language students because they worried about making errors or laughed. However, the student keep to try it to lose her anxiety by showing about her skill in front of people. The student believes not all of the student can do the same like her.

The student said by showing about her skill in front of people. The student believes not all of the student can do the same like her. It was a positive feeling of the student which always trust herself and try to be a confidence person. It was the same view of Lauster (2002) state that a positive attitude of an individual that enables him to develop positive assessment with himself. The student also think that not all the things that she can do people could do the same. It was really a good reaction of the student to think positively in studying.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

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4.2 Suggestion

These suggestions are presented as an effort to teachers in managing the process of teaching speaking anxiety and to know what strategies the teacher can use in teaching speaking. For the teachers, hopefully in the future the teachers can use many strategies to develop her teaching English. The strategies that the teacher used was good. But, it needs more and more strategies in order to improve teaching strategies in speaking students' anxiety. So, the teachers could have many experiences and ways to solve the problem in teaching speaking skill.

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