


TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' ANXIETY IN SPEAKING ENGLISH

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ARTICLE INFO	ABSTRACT
<p><i>Article history:</i> Received: September 7, 2022 Revised: September 17, 2022 Accepted: September 24, 2022 Published: November 30, 2022</p> <p><i>Keywords:</i> Teachers' Strategies Anxiety Speaking English</p>	<p>This research aimed to find out the teachers' strategies in overcoming student' anxiety in speaking English and students' perception toward the strategies used by the teacher to overcome student' anxiety in speaking English at SMAN 1 Gowa. This research was a descriptive qualitative research. The data was collected through observation checklist and semi-structured interview. The participants were the English teachers and students of at SMAN 1 Gowa. The researcher took 6 students from 3 classes; the X IPS1, XI IPA1, and XII IPA5 class and there English teachers. The findings showed about the teachers' strategies to overcome students' anxiety in speaking English and students' perceptions toward the strategies used by the teachers. First, there were three strategies that were used by the teachers. The teacher who teaches at X IPS1 (T1) used playing games strategy, the teacher two who teaches at XI IPA1 (T2) used question and answer strategy, and the last teacher who teacher at XII IPA5 (T3) used guess word strategy in overcoming students' anxiety in speaking English. Second, every single students who became respondents in this research said that they agree with the strategies used by the teacher can overcome their anxiety in speaking English.</p> 
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INTRODUCTION

Nowadays, learning English has become important things to learn to get a better future. According to Fitriani et al, (2015) English has become a global language used in various fields including business, technology, and communication, this makes English even more important to learn in order to communicate with people of different languages and cultural backgrounds. Currently, the general public who can speak English are often in countries that use English as second language. The effectiveness of using English as second language (ESL) or English as foreign language (EFL) can be seen formal and written communication which is one of the most common.

In English, there are four skills that students must know: listening, speaking, reading, and writing. The four skills have their own steps so that they can be mastered. Among the four skills, speaking skill is the most important skill to acquire in learning a foreign language or second language. Rao (2019) states that speaking skill is very important skill to master for foreign language or second language learners. Among the four skills in learning English, speaking is the most important skill in learning a foreign language.

Speaking is one of the English skill that have to mastered by every single students in Indonesia the era of globalization because by mastering their speaking English can help them to communicate formally or informal situation, mastery of speaking not only for academic purpose, but also for other professional purpose. Ariyanti, (2016) defines that speaking is one of the important components to be mastered in English language skills owned by students to acquire. These skills, students need special abilities rather than just mastering the language in terms of grammar or systematic rules.

According to Rao, (2019) speaking skill is the most important skill for all learners who want to learn English. This skill can help to improve career, business, build self-confidence, get a higher job, additionally excellent possibilities, make public speeches, attend interviews, participate in debates and institution displays and so forth. Moreover, everything is connected with someone's speaking skill. Someone with a good talent for speech can conquer the whole world. It means, having good communications, especially communicating using English which is known as an international language is the key to getting better job opportunities. The real talent discussion, debates, presentations and so forth. Therefore, jobseekers must acquire good oral communication skills to seize opportunities or get a better and decent job.

Furthermore, students' difficulties in speaking English are possibly due to cognitive or psychological factors in students. However, if students with proper cognitive nonetheless have difficulty speaking, then the principal psychological factors such as self-confidence, motivation, and tension are factors that affect students' ability to speak. Specially, there may be a sense of fear so making mistakes, lack of confidence, disgrace, and also anxiety that exist while college students are asked to speak in front of their classmates and teacher. For example, a behavior or mindset that is too shy, traumatic or anxious, and afraid of making errors is caused by the students' rare possibility to speak and correct given by the instructor immediately while students do their painting speak.

One of the most important affective factors which can affect students' academic performance in learning a second language (L2) is anxiety. Susanto et al, (2017) state that anxiety occurs often in every person in normal life all the time and every condition. Anxiety is considered to be one of the most important negative factors that can affect a second language acquisition. Students who lack self-confidence and have less motivation in learning tend to have better achievement in the language learning process.

Learning strategies are used as tools to help students accelerate the information they receive to understand the topic being taught (Sukmawati & Sabillah, 2020). Furthermore, the learning method is also very helpful for students in understanding and knowing certain material provided is included in the topic they are studying and can help them to focus their attention on the desired outcome.

Students need a good strategy in obtaining material from the teacher. Strategy that the teacher used must be adapted to the abilities, needs and conditions of students. Strategy speaking helps teachers to provide better teaching activities (Siti, 2022). Based on the researcher's experience when conducting PLP Lanjutan activity at SMAN 1 Gowa, the researcher found several obstacles or barriers for students in their English language skills. First, a lot of students who lack vocabulary and mastery of grammar. Second, many students are afraid and not confident to speak in English. Third, many students who have English anxiety.

In this case, the teacher must know about the English teaching strategy. They must know whether the teaching strategy of speaking is appropriate or not with the needs, abilities, and conditions of students. In addition, appropriate speaking teaching strategies will provide effective results for students' speaking skill.

Based on the reason above, the researcher is interested to observe and conduct a research under the title "The Teachers' Strategies in Overcoming Students' Anxiety in Speaking English".

RESEARCH METHOD

In this research, the researcher used a design descriptive-qualitative method. The purpose of this research was to analyze the teachers' strategies in overcoming the anxiety faced by the student's in speaking English and the results of this research was presented and interpreted in the form of a sentence. A descriptive research states something naturally, so the researcher only measures what is already there (Nanda 2018).

A variable is something that is used as a characteristic, trait, or trait that is obtained from research on certain concepts of understanding, for example education, genes, age, occupation, knowledge, and so on. Moreover, a research variable is an attribute or nature or value of a person, object or activity that has a certain variation determined by the study and conclusions drawn (Sugiyono, 2011). The variables in this research were the students' anxiety in speaking English, the teachers' strategies in overcoming students' anxiety, and the students' perceptions toward the strategies used by the teachers.

The participants of this research were the English teachers and students of SMAN 1 Gowa. This research, the researcher used a purposive sampling method. Purposive sampling is a random sampling methodology in which the sample group has certain target attributes. This method used in many populations, but more with a smaller sample size and an effect that is more homogeneous. In this researcher, there were three teachers who were teaching in X IPS1, XI

IPA1 and XII IPA5 class and took six students (2 students from class X IPS1, 2 students from class XI IPA1, and 2 students from class XII IPA5).

In this research, the researcher used two instruments to collect the data in order to answer the problem statement in the previous chapter. They were semi-structured interviews and observations.

The data collection technique used is an observation and interview. First, the researcher observed the students' speaking activity when speaking in class. The results of observations provide additional information related to students who are research subjects. Furthermore, the observation was conducted by researchers to observe the strategies used by teachers to overcome students' anxiety. Then, interviews were conducted by researchers with English teachers who are research subjects. To make it easier to analyze the data, the researcher took voice recordings during the interview, besides that the researcher can also pay attention to the facial expressions and movements of the respondents. Finally, the results of the interview were analyzed qualitatively which is explained descriptively.

RESULT AND DISCUSSION

A. RESULT

This chapter contains data description and research findings that have been collected. The findings of research data were accepted for submission of data obtained from research results. In this chapter, the conducting of data is done through interview and observation. The researcher found students' speaking anxiety problem in speaking English and teachers' strategies to overcome students' speaking anxiety.

Researchers conducted observations to obtain data about strategies used by teachers in overcoming students' speaking anxiety in speaking English and students' perceptions towards the strategies used by teachers. The researcher made an appointment with the English teachers and came to the class. There are three English teachers involved in this research. Teachers who teach in class X as teacher 1 (T1), and teachers who teach in class XI as teacher 2 (T2) and the teacher who teaches in class XII as teacher 3 (T3). In addition, the researcher also involved some student representatives of class 10 and class 11.

Based on interviews, the researcher interviewed three English teachers and six students of SMAN 1 GOWA. The interview was used by the researcher to obtain data about teachers' strategies in overcoming students' anxiety in speaking English and students' perceptions towards the strategies used by the teacher.

Interview and observation conducted to find out the teachers' strategies in overcoming students' speaking anxiety in speaking English and students' perceptions towards the strategies used by the teachers. The findings of the main problem were described as follows.

1. Teachers' Strategies in Overcoming Students' Anxiety in Speaking English

In this research, the researcher used an interview and observation checklist in collecting the data to answer the question related to the teachers' strategies in overcoming students' anxiety in speaking English and students' perceptions towards the strategies used by the teachers.

In the English learning process in the classroom, the English teachers use several strategies in overcoming students' speaking anxiety in speaking English. Some these strategies include:

a. Playing Games Strategy

Based on interviews, the researcher concluded that the teacher likes to use fun learning especially in learning English. The teacher often applied this strategy because with this strategy it can reduce students' boredom when learning English, especially studying during the day that makes students feel sleepy and not enthusiastic in learning.

“Saya sering berikan game kepada siswa ketika pembelajaran Bahasa Inggris agar mereka tidak mengantuk dan tetap enjoy. Kemudian diakhir game saya menyediakan hadiah bagi siswa yang telah menyelesaikan game dengan baik agar mereka lebih antusias dan aktif.” (T1)

(I often give games to students when learning English so that they don't feel sleepy and continue to enjoy it. Then, at the end of the game I provide prizes for students who have completed the game well so that they are more enthusiastic and active)

The teacher believes that by using fun learning or playing games can make dominant students more interesting, active and enjoy the learning.

Based on observation in the classroom, the teachers used fun learning or playing games strategy to make students more active and excited in learning English, especially in speaking English. The teacher gave a challenge to students to describe the topic that was determined by the teacher, so the student would feel challenged and compete to answer the question. First, the teacher mentions the topic that must be described by the student by using English as they can in front of the class with a certain limit time. After describing the topic, the student went to the blackboard to write down their own answer. Then, the challenge ended by giving special prizes to students who were able to describe the topic that had been determined by the teacher.

In addition, the other way to apply this strategy, sometimes the teacher mentioned one word in English to the students. After that, the students asked to make a sentence from the word that had been determined by the teacher. Last, the students went to the blackboard to write down the answer they made and read what they wrote.

In addition, the implementation of this strategy can make the students more active and enthusiastic in the English learning process, especially in speaking English. This strategy can improve students' self-confidence in speaking English, overcome their anxiety in speaking English and also can improve their vocabulary as said by the teacher at the time of the interview. This strategy was implemented by a teacher who teaches in X IPS1 class (T1).

b. Question and Answer Strategy

Based on interviews, the teacher applies this strategy with the aim that students can open their minds at the beginning of learning based on the material they will learn. The teacher will give simple questions related to the material. After that, the students are given the opportunity to answer these questions based on their own knowledge. Then, at the end

of the class the teacher will ask the students to conclude the material based on their understanding. By applying this strategy, each student has the opportunity to answer questions that require students to actively speak in class.

“Dengan memberikan pertanyaan kepada siswa terkait materi dapat membuat pikiran siswa lebih terbuka dan otomatis membuat siswa aktif di kelas selama proses pembelajaran” (T2)

(By giving the questions to the student related the material can make students' mind more open and automatically make student active in the class during the learning process)

As the teacher said above, question and answer strategy is one of the ways that is applied in teaching or presenting the material through asking questions that lead the students to understand the material or topic.

Based on observation in the classroom, during the learning process before the starting the material, the teacher gave several question for the students related the material to be tough so students' minds were more open. Then, at the end of class, the teacher gave some questions to the student related to the material they had learned. In addition, the teacher asked the students to conclude the material by using their own words based on their own understanding toward the material they had learned.

Moreover, the question and answer strategy believed can make students active and independent in a class so as to improve their self-confidence and overcome their anxiety in speaking English as said by T2 at the time of the interview. This strategy was implemented by a teacher who teaches in XI IPA1 class.

c. Guess Word Strategy

Based on the result of the interview, the teacher used guess word as the strategy to overcome students' anxiety in speaking, especially in speaking English. Lack of vocabulary is one of the obstacles that make students difficult to speak and often make students feel not confident to speak English. So, before starting the material the teacher tries to enrich the vocabulary of the students related to the material to be studied to make students easier to understand and easier to speak.

“Sebenarnya, setiap siswa memiliki kepercayaan diri yang baik dan dapat berbicara banyak, tetapi mereka hanya memiliki kekurangan kosakata yang membuat mereka tidak dapat berbicara banyak bahasa Inggris di kelas.” (T3)

(Actually, every single student has good self-confidence and can talk a lot, but they just have a very lack of their vocabulary which makes them unable to speak English too much in the class).

Based on the observation in the class, before starting the material the teacher tries to strengthen vocabulary by giving crosswords to students related to the material to be studied. Moreover, by enriching or strengthening students' vocabulary of the material to be studied, students are more active, enthusiastic and automatically can make student easier to understand about learning related to the material they are studying in class as said by the teacher who teaches in XII IPA5 class (T3) at the interview.

2. Students' Perceptions Toward the Strategies Used by the Teachers

a. Students' Perceptions toward Playing Games Strategy

The data obtained from observation in the classroom during learning process showed that there were some students who have anxiety in speaking English. Then, the strategies that were used by the teacher that is playing gamesto overcome students' anxiety can affect the students itself.

Moreover, to strengthen the data that have been obtained from the resultof observation in the classroom during the learning process, the researcher alsoconducts interviews with several students about their perceptions toward the implementation of playing games.

"Saya rasa strategi yang digunakan guru dapat membuat saya lebih percaya diri untuk berbicara dan aktif di kelas, karena guru selalu memberikan permainan yang membuat saya menikmati proses pembelajaran tanpa merasa cemas" (S1)

(I think the strategy that is used by the teacher can make me more confident to speak and be active in the class, because the teacher always gives a game that makes me enjoy the learning process withoutfeeling anxiety).

In addition, the other students also gave the same response on the implementation of playing game strategy to overcome students' anxiety in speaking English.

"Guru di kelas saya selalu memberikan game saat pembelajaran agar saat belajar tidak terlalu tegang untuk berbicara dan tetap happy" (S2)

(The teacher in my class always gives games when learning so that when learning is not too tense to talk and stay happy)

In conclusion, there are several students who have anxiety in speaking English, but the strategy that teachers apply in learning can overcome the anxiety of the students in speaking and make students speak confidently.

b. Students' Perceptions toward Question and Answer Strategy

As A result of observation in the classroom during the learning process,there are still many students who feel anxiety when the teacher asks them to speak English related to the material. Nevertheless, the implementation of the strategy that the teacher used actually can make students actively speak withoutfeeling anxiety.

Moreover, to strengthen the data that have been obtained from the resultof observation in the classroom during learning process, the researcher also conduct interview with several students about their perceptions toward the implementation of Question and answer, the researcher can concluded that thestrategy that used by the teacher actually can overcome students' anxiety or canimprove self-confidence of the student to speaking English as the student said at the time of interviewed.

"Bagi saya, strategi yang digunakan guru dalam pembelajaran dapat meningkatkan kepercayaan diri saya untuk berbicara terutama berbicara bahasa Inggris, karena pertanyaan yang diberikan gurumendorong kami untuk membuka pikiran kami terkait materi yang akan dipelajari dan tentu saja membuat saya lebih mudah untuk memahami materi" (S4)

(For me, the strategy that used by the teacher in learning can improve my confidence to speaking especially speaking English, because the question that gave by teacher pushed us to open our mind related the material that will be studied and of course it makes me easier to understand the material)

The students' statement above was supported by the other students as said below

"Iya, strategi yang guru gunakan kadang membuat saya lebih percaya diri dalam berbicara karena pertanyaan yang guru berikan dapat membuat pikiran lebih terbuka terkait dengan materi yang akan dipelajari" (S3)

(Yes, strategy that used by the teacher sometimes can make me more confident in speak because the question that give by the teacher can make mind more open regarding the material to be studied)

In conclusion, there are several students who have anxiety in speaking English, but the strategy that teachers apply in learning can overcome the anxiety of the students in speaking and make students speak confidently.

c. Students' Perceptions toward Guess Word Strategy

The data obtained from observation in the classroom during learning process showed that there were some students who have anxiety in speaking English. Then, the strategies that were used by the teacher that is guess word to enrich students' vocabulary to overcome students' anxiety can affect the students themselves.

Based on the interview, the researcher found that the students agree that the teachers' strategy can overcome their anxiety when speaking English in the class as the response of the students said at the time of the interview.

"Bagi saya, memperkaya kosakata terkait materi sebelum memulai pembelajaran seperti yang diterapkan oleh guru dapat membantu saya lebih mudah memahami dan secara otomatis membuat saya lebih percaya diri untuk berbicara atau mengungkapkan ide saya di kelas." (S4)
(For me, enriching vocabulary related the material before starting the learning as applied by the teacher can help me easier to understand and automatically make me more confident to speaking or express my idea in the class)

The statement above is supported by the other respondent that the strategy that the teacher used can affect the students

"Iya bisa, intinya jika dari awal sudah dimulai dengan hal-hal yang kecil seperti menghafal kosakata akan terbawa kepercayaan diri dengan sendirinya" (S5)

(Yes can, the point is if from the beginning learning starts with small things such as memorizing vocabulary it will make us confident by itself)

In conclusion, there are several students who have anxiety in speaking English, but the strategy that teachers apply in learning can overcome the anxiety of the students in speaking and make students speak confidently.

B. DISCUSSION

This presents a discussion based on research findings. The results of this Descriptive research relate to answer the problem statement that aims to find out the teachers' strategies in overcoming students' anxiety and students' perception toward the strategies used by the teachers.

1. Strategies Used by the Teachers in Overcoming Students' Anxiety in Speaking English

From the result of observation in the class and interviews by the English teachers and students of SMAN 1 Gowa, the researcher found that problem experienced by the students was lack of interest to speaking English because they had of anxiety in speaking English, some

of the students wanted to confidently speak or active in the class but they were had anxiety whether it's caused because they do not mastery vocabulary, from these problem the researcher applies some of teachers' strategies to overcome students' anxiety inspeaking English.

Playing game strategy was a method that is used to make students interesting and enjoy but still stay focused on the material. The games that the teacher gave to the students made the students freely express their ideas. While, question and answer was a learning method used to emphasize the students to think critically and express their ideas verbally. The though process itself carried out by the question and answer process by the students themselves related the material that was studied. Then, guess word was used to increase the vocabulary of the students so they can make the students be active in the class.

These strategies can overcome students' anxiety in speaking English. This was proven by increasing students' knowledge and increasing students' vocabulary, students were also more confident when speaking English in frontof the class.

According to Dewi et al (2016) games made students enjoy their lessonsand get more motivation, interest and confidence through their learning. Therefore, games must be applied as activities designed in teaching speaking skills. Moreover, Games can promise full student participation in the class because they are fun and they can enjoy learning (Kaur & Abdul Aziz, 2020). Every student loves to win, so games can develop a healthy competitive platform for students to speak English in the classroom.

The question and answer method is a method of conveying information through interactions between teachers and students. This one method is how to deliver school lessons by the way the teacher asks questions to students. In addition, this method is carried out to see to what extent students' understandingof the material presented by the teacher.

As we already know, asking is one way to find out the extent to which students can receive the information conveyed by the teacher. Therefore, askingis a learning method that is considered important and good in guiding every student. Asking method also has benefits in the productivity and effectiveness of student learning.

By applies of guess word to enriching the vocabulary of the students ithelps students easier to speak. Vocabulary is a core component of language proficiency and provides much of the basis for how good a learner is speaking,listening, reading and writing. According to Sari & Aminatun (2021) in learning a foreign language, learning vocabulary is very important. Students will have difficulty in voice their understanding and even production if they don't have enough words in their vocabulary.

2. Students' Perceptions toward the Strategies Used by the Teachers in Overcoming Students' Anxiety in Speaking English

From the result of an interview by the students of SMAN 1 Gowa, the researcher can conclude that the students agree strategies used by the teachercan overcome their anxiety in speaking English. The student said that this strategy can increase our self-confidence to speak English in the classroom.

The implementation of playing games during the learning process always makes us enjoy and actively to learn. The game that the teacher gave to us can make us enthusiastic in learning and not feeling sleepy. The question and answer strategy that was applied by the teacher made us active because the question that was given by the teacher pushed us to think and express our ideas verbally in the classroom. Then, guess word to enrich the vocabulary automatically helps us easier to express our ideas related to material that is studied using English and also make us more confident to speak.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. There are three strategies used by the teachers in overcoming students' anxiety in speaking English. They are playing game strategy, question and answer strategy and the last is guess word. These strategies that are applied by the teachers can overcome the anxiety of the students in speaking English. This can be seen from the activities of the students when the teacher applies the strategies and the students always try to be active during the learning process.
2. Students' perceptions toward the strategies used by the teachers. Actually, the perceptions of the students related to the strategies used by the teachers can affect the students themselves. It means, the strategies that teachers used can overcome their anxiety in speaking English. Furthermore, the results of interviews by the students **show that** dominant students feel more active, enthusiastic, and confident to speak English during the learning process.

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