

**EFL TEACHERS' STRATEGIES TO MINIMIZE
STUDENTS' SPEAKING ANXIETY**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor Degree of English Language
Education



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MOTTO

*God has perfect timing, never early, never late. It takes
a little patience and it takes a lot of faith, but it's worth
waiting.*

ABSTRACT

Title : EFL Teachers' Strategies to Minimize Students' Speaking Anxiety

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The background of this research is the importance of speaking skills in English language learning and the high level of anxiety often experienced by students when speaking. This research aims to identify the strategies used by EFL teachers at SMA Negeri 8 Semarang to minimize students' speaking anxiety. This research uses a qualitative method with thematic analysis. Data were collected through interviews and documentation of four EFL teachers as participants. The findings of the analysis show that there are four main strategies used by teachers to minimize students' speaking anxiety, these are: preparation, giving positive affirmation, relaxation, and peer seeking. These strategies were found to be quite effective in helping students manage their anxiety when speaking in class. These findings are expected to serve as a reference for teachers in creating a learning environment that supports the development of students' speaking skills.

Keywords: *EFL, Speaking Anxiety, Teachers' Strategy*

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, (Mr. Kasjudi and Mrs. Rukiyah) who have always been my motivation to complete this thesis, thanks for all the prayers, support, and endless love.
2. For my two beloved sisters, Sholekhah and Sri Haryaningsih, who have always supported me throughout the academic journey.
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5. Everyone who has provided support and help during the process of writing this thesis.

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2. Dra. Nuna Mustikawati Dewi, M.Pd., as the head of English Education Department.
3. Dr. Hj. Siti Mariam, M.Pd., as the advisor who always guided the researcher in the completion of this thesis.
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7. Last but not least, the people who cannot be mentioned by name but participated in this research. Thank you so much.

May Allah always give blessings and repay all the kindness they have given. The writer hopes that the results of this research can be useful for everyone. Aameen.

Semarang, 25 June 2025

A handwritten signature in black ink, appearing to be 'Nur Afifah', written in a cursive style.

The writer

Nur Afifah

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CHAPTER I

This chapter consists of the background of the research, the question of the research, the objective of the research, the limitations of the research, and the significance of the research.

1.1 Background of the Research

Language is a way to express one's thoughts and feelings. All people need language to survive and progress in life. Some people only speak in their native language, but since that leaves them limited in communication with others, it only covers a small scope of communication. However, in this era, many people are trying to learn or master different languages to achieve greater success in life. In this case, English is the international language used in the world. English has an important role in many cases, it can be used in all world activities, such as business, conferences, or daily life communication. In Indonesia, English is a foreign language that must be mastered by students starting from elementary school, junior high school, and senior high school. Learning a foreign language is unique and complex because students are required to use a language they have not mastered. In Indonesia, English is one subject that students must learn in

school, and for many students, it is not easy. The foreign language learning process is unique because learners are required to communicate using a language that they have not mastered perfectly. This dynamic process combines understanding, practicing, and adapting to new linguistic rules, making it distinct from other learning experiences. Some of school just use English when they learn English. Foreign language learners in disadvantage position because they are surrounded by their own native language and must search for stimulation in the target language (Wang, 2009). Because they use English when they learn, they lack of many opportunities to practice in daily life.

Speaking is one of four skills in English learned by students that has an important role in daily life. Speaking is crucial in communication as it allows students to express their ideas, emotions, and share information. Speaking consists of several segments and has diverse functions. Scholars have attempted to classify the functions of speaking in human interaction. Brown and Yule (1983) divide speaking into three main categories: speaking as interaction, speaking as transaction, and speaking as performance. Each of these types of speaking has different forms

and purposes, thus requiring a teaching approach adapted to the characteristics of each (Jack & Renandya, 2002). Talk as performance refers to public communication, which delivers information to an audience, such as classroom presentations, public announcements, and speeches. In the teaching and learning process, class presentations play an important role. Teachers can transfer knowledge to students, while students can share knowledge through presentations. Presentations are not just about delivering information, but also require skills to ensure that the audience understands what is being delivered. In addition, confidence is a key factor for a speaker to be able to speak clearly and convincingly in front of a group. However, for some students who lack confidence, giving a presentation in front of the class can be a challenge.

In speaking and listening, we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper (Bailey, 2005). For students, speaking is a complex skill to learn; they have to consider the grammatical rules, vocabulary, and understand the context they will be talking about.

Speaking English is the ability to communicate with others in their native language. When you speak English, there is a target language. The target language is the language in which the learner hopes to become a competent speaker. This process of learning to speak English is unique because the learners are trying to communicate in a language they don't know very well. But on the other hand, speaking skills seem more difficult than the other skills. This happens for two reasons; first, unlike reading or writing, speaking happens in real time, usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot revise or edit what you wish to say, as if you are writing. Speaking can be challenging for students because practicing it requires interaction with others. That is why the students should find a partner to practice these skills.

In language learning, especially speaking skills, speaking anxiety has become a serious problem faced by the students, and many English teachers are accustomed with this problem. This could happen because of the lack of speaking exposure (Pettela, 2012). Mostly the teacher only focuses on the active students. In many teaching learning processes, teachers often dominate speaking, affecting students'

perceptions and willingness to participate. In the English learning process, students often choose to stay silent when a teacher asks a question. Many times they keep silent even if they understand the questions and could answer the questions from their teacher (Snell, 1999). Teaching methods and techniques play a very important role in the classroom learning process, teachers need to choose the most appropriate teaching model for the challenges they face, especially in teaching speaking skills (Mariam et al., 2022). The complexity of speaking, combined with fear of making mistakes or facing criticism, can lead to negative, pessimistic attitudes among students. This anxiety around speaking may hinder their confidence and participation, ultimately affecting their learning experience. Based on Tsiplakides & Keramida found that speaking is one activity that triggers anxiety that makes students anxious when speaking in class, many students feel anxious because they participate in speaking activities (Tsiplakides & Keramida, 2009). Speaking anxiety is a common phenomenon that often happens to students when learning a foreign language. Usually, some mistakes in the learning process make students assume that English especially speaking is

difficult it causes students feel anxious and afraid to practice in the classroom to interact with other people.

Anxiety is an emotion characterized by an unpleasant state of inner turmoil, often accompanied by nervous behaviour such as pacing back and forth, somatic complaints, and rumination (Fauzi et al., 2021). Anxiety or nervousness is a common affective factor that impacts individuals learning and practicing English as a foreign language, particularly when it comes to speaking. This anxiety is often associated with feelings of apprehension, fear, and worry, which learners experience when using the language. In short, anxiety is a physical condition that a person of a dangerous situation will be faced. Anxiety has attracted the attention of many researchers due to its negative impact on mental health and various activities, including learning. Studies show that anxiety, if left untreated, can interfere with concentration, comprehension, and motivation to learn. The cause of anxiety is not because of our brain but it is caused by factors that create anxiety, such as: lack of knowledge, lack of preparation, fear of making mistakes and difficulty understanding the teacher's instruction. Therefore, various methods and therapies have been developed to help individuals overcome

anxiety, whether through relaxation techniques, cognitive-behavioral therapy, or other methods that suit the needs of each individual.

A research conducted by Mustafa Altun (2024) shows that speaking anxiety has a significant negative impact on the development of students' communication skills in the context of foreign language learning. This anxiety not only reduces motivation to learn, but also lowers language proficiency and inhibits active participation in class activities. In addition, students who experience speaking anxiety tend to avoid speaking interactions, which in turn can slow down the development of their communication skills (Altun, 2022).

Another research conducted by Adiningsih Lintangari and Atin Kurniawati (2024), this research shows that the role of the teacher is crucial in reducing the speaking anxiety experienced by students. This research identifies several strategies that can be applied by teachers to overcome this anxiety, including relaxation, preparation, positive thinking, seeking support from peers, and group work. However, in practice, each strategy has advantages and disadvantages. The advantages include creating a relaxed and positive learning environment, as well as

developing communication skills and collaborative learning. Meanwhile, the disadvantages are that students often spend time in the group formation process and create a less conducive atmosphere due to noise. This shows that choosing the right strategy to help students overcome English speaking anxiety should consider several factors, such as students' abilities, individual needs, and classroom conditions (Lintangsari & Kurniawati, 2024).

Considering the important role of speaking in language acquisition, this research seeks to identify and analyze various strategies that can be implemented by teachers to minimize the level of anxiety experienced by students when speaking in English. Thus, this research is expected to make a significant contribution in improving the teaching of speaking learning as well as creating a more conducive and supportive learning environment for students.

1.2 Question of the Research

Based on the research problem, it can be breakdown into the research questions as follows:

What are the strategies used by EFL teachers at SMA Negeri 8 Semarang to minimize students' speaking anxiety?

1.3 Objective of the Research

Based on the research question, the objective of this research is to explain the strategies used by EFL teachers in minimizing students' speaking anxiety.

1.4 Limitation of the Research

This research focuses on the strategies applied by English as a Foreign Language (EFL) teachers in minimizing students' speaking anxiety. The research was conducted at SMA Negeri 8 Semarang in the 2024/2025 academic year, involving four EFL teachers as participants.

1.5 Significances of the Research

By conducting this research, there are several significances that the researcher wants to provide from this research. Here, the researcher divides into two kinds:

1. Theoretical Significance

The findings of this research are expected to be an important reference to understand the crucial issue of speaking anxiety in students and which strategies can be applied to minimize students' anxiety in speaking English.

2. Practical Significance

a. Students

Hopefully this research can improve students' self-confidence so that the students' can improve their speaking skills without any anxiety.

b. Teachers

The finding of this research is expected to be a consideration for teachers in determining the right steps to solve the problem of students' speaking anxiety.

c. University

The finding of this research can be utilized to enhance the English teaching and learning process at Walisongo State Islamic University (UIN) Semarang.

d. Researcher

This research is expected to add insight to the researcher through direct involvement in the field and provide practical experience to the researcher in the field studied.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research and literature review.

2.1 Previous Research

In this section, the researcher presents the results of several research that have been reviewed. The following researches discuss topics that are relevant to the main focus of this research. including:

1. Research conducted by Devi Nuraeni, Atikah Wati, and Gina Larasaty (2024) with the title “Investigating EFL Students’ Speaking Anxiety in Speaking Performance”. The main objective of this research is to understand the level of English speaking anxiety and the strategies used by students to reduce such anxiety, particularly in class XI IPS 3 students at SMAN 1 Lohbener. In addition, this research also aims to provide insight into effective interventions in overcoming speaking anxiety among students. In its implementation, this research used a qualitative approach with data collection through questionnaires and in-depth interviews. The participants consisted of 30 students of class XI IPS 3 at SMAN 1 Lohbener.

The results of this research showed that the level of English speaking anxiety among students of class XI IPS 3 at SMAN 1 Lohbener varied, with 43.3% of students experiencing high level of anxiety, 40% medium level, and 16.6% low level. Other findings from this research highlight that students used various strategies to reduce anxiety when speaking, such as preparation, relaxation, positive thinking, distracting the audience, concentration, and accepting anxiety without resistance. In this study it was also found that the strategies used by students to reduce anxiety varied between individuals, depending on the level of anxiety they experienced (Nuraeni et al., 2024). The main difference between this research and mine lies in the perspective of strategy implementation; this research uses the students' perspective, while my research uses the teachers' perspective.

2. The next research was conducted by Regita Septyani Rahmi (2023) with the title “Strategies to Overcome Students’ Anxiety in Speaking Class: An Investigation in Online and Offline Learning System”. The main purpose of this research is to identify the strategies used by

undergraduate EFL students in overcoming speaking anxiety in English language learning, both online and offline. The research method used in this research is qualitative research with a thematic analysis approach. Data collection used instruments in the form of structured interviews with participants. The research participants consisted of students who had experience in public speaking, both online and offline, and were selected based on the criteria of being competent students in English.

Based on the data obtained, the findings of this research revealed that students use various strategies to overcome speaking anxiety, both online and offline. Students tend to be more relaxed and rely on preparation, relaxation, and positive thinking when speaking online. Meanwhile, in the offline context, they used more diverse strategies, including concentration and reducing pressure from the audience. In addition, the more relaxed atmosphere online makes it easier for students to overcome anxiety (Rahmi, 2023). Overall, this research has a main objective that is in line with mine, which is to explore the strategies used to minimize students' anxiety in

speaking, The difference lies in the context of the research, this research focuses on the 2 systems under investigation, which are online and offline, in addition to the settings and participants in these two studies are clearly different.

3. The next research was conducted by Asti Wahyuni B., Sanaria Maneba, and Nining Syafitri (2022) entitled “A Mixed Method Study of Teachers’ Strategies in Reducing Students’ Anxiety Levels”. This research aims to identify anxiety levels, understand the impact of anxiety on students' learning experience and explore the application of effective strategies in improving speaking skills and creating a more positive learning environment. The research used a mixed methods design with instruments such as the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and semi-structured interviews to obtain more in-depth data. The participants in this study were eighth-grade students at SMP Negeri 3 Baubau, Southeast Sulawesi, with a total population of 278 students. From this population, 60 students were selected as samples using a simple random sampling technique. In addition, interview data were

obtained from three English teachers who taught in the eighth grade as research subjects.

Based on the data obtained, the results of this research show that students' anxiety level is in the moderate category, with an average score of 108.61. The strategies implemented by teachers to reduce students' anxiety in speaking English include the following approaches: Creating a Safe Learning Environment - Teachers try to build a conducive and supportive classroom atmosphere, so that students feel more comfortable in learning and participating. Encouraging the Courage to Speak in English - Teachers motivate students to speak without fear of making mistakes, so they can be more confident in developing language skills. Implementing Group or Pair Work Methods - Group or pair-based learning is implemented to create a more interactive learning environment, where students can express themselves more freely and reduce the pressure of public speaking (Wahyuni et al., 2022). The main difference between this research and mine lies in the subjects of the research and design methods used. This research applies a mixed-

methods design, while mine uses a descriptive qualitative method design.

4. The next research was conducted by Mahboubeh Taghizadeh and Narjes Sheikh Asadi (2020) with the title “Academic Speaking Anxiety and Motivation: Prospective EFL Teachers’ Strategy Use”. This research aims to explore strategies and techniques that prospective EFL teachers can use to teach academic speaking skills, encourage students' motivation to speak, and reduce their speaking anxiety. To carry out this research, the researcher used a descriptive method involving 120 participants from the TEFL program at Iran University of Science and Technology. The data in this research were collected through six open-ended questions that were developed using Google Docs and shared with the participants via WhatsApp.

The findings revealed that EFL teachers implemented various strategies to reduce students' speaking anxiety. These strategies include considering mistakes as a natural part of the learning process, creating a safe and supportive environment, building friendly relationships with students, and managing the

classroom effectively. In addition, they also provide constructive and positive feedback, sometimes without direct feedback, encourage students to think positively, and enable group work as a strategy for increasing students' confidence in speaking. Other findings from this research revealed that prospective EFL teachers have a good understanding of teaching academic speaking and various strategies to help students improve their speaking skills (Taghizadeh & Asadi, 2020). Although this research discusses the topic in more depth, both have similarities in one of the objectives, which is to identify strategies that teachers can use to reduce students' anxiety in speaking. The difference lies in the research participants, where this research involves prospective EFL teachers, while mine focuses on English foreign language teachers at school.

5. The next research was conducted by Chahrazad Mouhoub-Messadh and Kamel Khaldi (2022) with the title “Dealing with Foreign Language Speaking Anxiety: What Every Language Teacher Should Know”. This research aims to identify the factors that cause students' anxiety in

learning a foreign language. In addition, this research also focuses on strategies that can be used to reduce anxiety, especially from the teacher's perspective. This research used a qualitative descriptive method with 16 students as participants, including 4 males and 12 females, who were enrolled in the Department of English at the University of Algeria.

The main findings of this research show that speaking anxiety can be experienced by students with different levels of ability, both low and high, depending on the situation faced. Students with low ability revealed that their anxiety was mainly triggered by fear of the teacher, their lack of vocabulary, and a tendency to self-criticize. They felt less confident in constructing sentences and worried about making mistakes when speaking. This research shows that teachers have a big influence on students' comfort and confidence in speaking. Some participants revealed that they felt anxious because they were afraid of the teacher's response. Some strategies that can be implemented include providing relevant vocabulary to help students feel more prepared to speak, choosing interesting topics to keep

students more motivated and engaged in the discussion, and boosting students' confidence by appreciating their efforts, not just the end result. Through this process, teachers can create a more supportive learning environment and encourage students to speak more confidently (Mouhoubi-Messadh & Khaldi, 2022). In general, these two researches discuss the same topic, which is speaking anxiety. However, this research focuses more on the factors that cause anxiety, while my research focuses on the strategies used by teachers to help minimize the speaking anxiety experienced by students.

2.2 Literature Review

2.2.1 Concept of Speaking

This sub-chapter consists of the definition of speaking, elements of speaking, and aspects of speaking.

a. Definition of Speaking

Speaking is the main verbal communication tool used by two people or more to convey a message or obtain information. Many language theorists have defined about speaking. Harmer (2001) states that speaking ability as the ability to

speaking fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It occurs in a real situation and has little time for detailed planning. Therefore, fluency is required to reach the goal of the conversation (Harmer J. , 2001).

As said by Brown (1984) speaking is an interactive process of constructing meaning that involves the process of receiving, producing, and processing information. Speaking English is considered the most important skill to develop in language learning. The writer often uses speaking ability as a key way to measure students' progress in learning English. In Indonesia, speaking skills are essential for junior high school students, whether they attend a public or vocational school. Gebhard (2009) similarly explains in his book that the primary goal of a communicative classroom is students' development of communicative

competence in English especially in speaking (Gebhard, 2009). Speaking is an important aspect of EFL because the purpose of language learning itself is to enable students to understand the language being learned and make students able to use the language. In other words, speaking is the goal of language learning. Language learners frequently measure their language learning progress and their English course effectiveness in terms of how much they thought they had increased their spoken language skills (Haidara, 2016).

From the explanations described above, it can be concluded that speaking is a systematic process for conveying and sharing meaning, messages, ideas, and emotions, all of which can only be effectively transferred through clear and fluent communication, and this can be enhanced through gaining knowledge and practicing communication with others.

b. Elements of Speaking

Not only about the ability to produce sentence utterances, in speaking, to be a

good speaker the speaker must understand some elements in speaking. Speaking is not the oral production of written language in general, but requires a wide range of learners' sub-skills involvement, which when combined, constitute an overall competence in the spoken language (McDonough & Shaw, 1993).

According to Jeremy Harmer, there are four elements that must be acquired in speaking skills. This element explains that the ability to speak fluently relies not only on knowledge of language features but also on the ability to process information and language at the time of speaking. The elements categorized as language features are as follows:

- 1) Connected Speech, is a process of speech modification in the production of utterances when people speak. In Connected Speech it consist of modifying (assimilation), omitting (elision), adding (linking), or weakening (through contradiction and stress patterning).

- 2) Expressive Devices are the use of tone and stress, as well as the use of variations in volume and speed in the production of utterances to convey the actual meaning intended by the speaker. By using expressive devices, the speaker will be able to show their feelings to their listeners.
- 3) Grammar and Lexis is the ability to choose the right diction and use different phrases in different contexts when speaking. This element is very important because sometimes there are phrases that should be pronounced differently when speaking in different situations and to different interlocutors. Therefore, students need to know a variety of phrases for different functions, and teachers need to provide students with a variety of phrases for different functions and situations.
- 4) Negotiation Language is speech clarification. This element is used to clarify and show the true meaning intended by the speaker. Sometimes,

people do not hear or understand what the other person is saying because it is too fast, or mispronounced. Therefore, it is necessary to have the right language to clarify so that there is no misunderstanding between the speaker and the listener (Harmer, 2001).

The speaking process involves several important skills, including accuracy, fluency, and vocabulary development. These elements are crucial for students to master. Speaking, particularly in a foreign language, is essential for learners of all ages. To effectively communicate with others using a foreign language, everyone needs to pay attention to the details of the language. This includes selecting the most appropriate words and using correct grammar to convey meaning precisely.

c. Aspect of Speaking

In addition to considering the previously mentioned elements, speakers need to be proficient in several important aspects of effective speaking. There are

some aspects that should be recognized by learner in learning speaking (Brown, 2003):

- 1) Vocabulary refers to the words used in communication. Having a diverse vocabulary is important for the effective expression of ideas in both spoken and written forms. A limited vocabulary can also hinder language learners from mastering a new language. Without a solid vocabulary, conveying thoughts and information becomes impossible.
- 2) Pronunciation is one of the important things in speaking because pronunciation aims to produce words, sentences, and dialogue in spoken form by using articulation clearly and correctly. It is also very important to improve, students must be able to master good pronunciation in order to produce clear words or clear speech so that it can be easily understood by others.
- 3) Grammar refers to a set of rules that make it possible to combine words in

sentences. Students must construct correct sentences in conversation. Grammar not only makes words into sentences, but by using the correct grammar, it also explains that a word becomes a certain situation.

4) Fluency refers to the ability to communicate effectively, smoothly, and accurately. This aspect is not limited to speaking; it also applies to reading, listening, and writing with ease and expressiveness. In other words, a fluent speaker can read, understand and respond in a language clearly and concisely. For many language learners, achieving fluency in speaking is a primary goal. Indicators of fluency include a reasonably fast speaking pace and minimal pauses.

5) Comprehension is another aspect to understand and process the sequence of topics in learning English. It requires one to automatically understand what another speaker is saying in an oral communication process.

Comprehension is the competence of students to understand everything that a speaker says to them. It can be said that when students can understand what the teacher says and can give a response, it means that they can understand or comprehend what is heard.

Among the aspects and components of speaking that have been mentioned above, both have an important role in the development of speaking skills, to achieve the goal of fluency in speaking, especially for students, they cannot escape from learning these aspects and components.

2.2.2 Concept of Anxiety

This sub-chapter consists of the definition of anxiety, types of anxiety, and levels of anxiety.

a. Definition of Anxiety

Anxiety is a feeling of discomfort or distress in someone's mind that arises from fear of danger or misfortune. Anxiety and panic are a combination of mental and physical reactions felt by many people around the world, especially when they speak in front

of large groups of people. There are many researchers who have conducted research on anxiety. In general, anxiety is described as an emotional state with the quality of subjectively experienced fear or closely related emotions (Onwuegbuzie, 2004). Meanwhile, Oxford Advanced Learner's Dictionary defines anxiety as a state of feeling nervous or worried that something bad will happen. This means that anxiety is an overwhelming sense of worry that often occurs in everyday life. So, basically, when someone is experiencing anxiety, they will overreact, more easily forget the material, panic, lose their courage, etc.

Horwitz (1986) explains that anxiety is a subjective feeling of tension, fear, nervousness, and worry associated with the stimulation of the autonomic nervous system. This means that when a person feels anxious—experiencing emotions such as nervousness, worry, and fear—the heart tends to beat faster due to the activation of the autonomic nervous. In this context, anxiety and fear sound similar, but they are actually

different. Halgin and Whitbourne have described the difference between fear and anxiety, fear is a natural alarm response to a dangerous situation, while anxiety refers more to what will happen in the future, a feeling of worry and discomfort about the possibility that something bad will happen (Halgin & Whitbourne, 2007).

Based on the various definitions of anxiety that have been explained, the researcher concludes that anxiety is a feeling related to an individual's psychological condition, which is characterized by discomfort in the form of anxiety or worry about something that is happening or the possibility that will happen in the future.

b. Types of Anxiety

Anxiety can be divided into three types: state anxiety, trait anxiety, and situation anxiety (Spielberger, 1996).

1) State Anxiety

State anxiety is an emotional reaction or response pattern that occurs in individuals who perceive a particular situation as personally dangerous or

threatening, regardless of whether or not there is objective danger. Someone who experiences state anxiety tends to feel stressed, nervous, or even unable to overcome an event. Thomas revealed that state anxiety refers to anxiety that arises in specific situations and is generally triggered by a clear factor. In other words, state anxiety is a feeling of anxiety that is experienced only when a person faces a specific situation, and the feeling lasts for a short period.

2) Trait Anxiety

Trait anxiety can be described as the possibility of a person feeling anxiety in any situation. According to Horwitz (2011) trait anxiety is a pattern of responding with anxiety even in non-threatening situations. This form of anxiety is caused by persistent low self-confidence, which results in a student losing confidence in various aspects of life, including academics and work (Roginska, 2016).

3) Situation-Specific Anxiety

According to Spielberger (1983), Situation-specific anxiety is defined as an individual's tendency to feel anxious under specific time and situation conditions. Situation-specific anxiety often appears in educational settings. Some examples include anxiety about math, exams, public speaking, writing, or learning a foreign language. As a result, individuals who experience it often feel more afraid to take part in lessons or even tend to avoid classes. In this research, the type of anxiety analyzed is Situation-Specific Anxiety, which is anxiety that arises in certain situations. Specifically, this research focuses on anxiety about speaking English. This anxiety is often experienced by students when they have to use English orally in an academic environment, such as during presentations, class discussion, or answering questions from the teacher. This situation often causes students to feel nervous, afraid of making mistakes, or worried about being judged by their

peers or teachers. As a result, it can be a negative impact on students' learning process, hinder their active participation in class, and potentially lower their overall academic performance.

c. Levels of Anxiety

If anxiety types are divided into three categories, this is different from anxiety levels which are classified into four levels, namely Mild Anxiety, Moderate Anxiety, Severe Anxiety, and Panic.

1) Mild Anxiety

Mild anxiety is the feeling that something is unusual and requires more attention. This feeling often motivate individuals to make changes or engage in productive activities. For example, mild anxiety can help a student stay focused while studying for an exam. Some signs of mild anxiety include restlessness, lack of patience, tendency to be withdrawn, tense facial expressions, trembling lips, and increased heart rate and blood pressure.

2) Moderate Anxiety

Moderate anxiety is a disturbing feeling that arises when an individual senses that something is different or not working as it should. These feelings usually lead to emotional tension that makes the individual more nervous or agitated than usual. People with moderate anxiety disorder are often characterized by feeling uncomfortable, sensitive, self-conscious, voice changes, sweating, headaches, back pain, etc.

3) Severe Anxiety

Severe anxiety is the most intense and intrusive level of anxiety. It results from the belief that there is a real or potential threat from the surrounding environment, which makes the individual feel trapped or threatened. Typically, severe anxiety arises in response to deep-seated fear and overwhelming emotional distress. The characteristics of people who experience severe anxiety can be seen from their behavior and feelings which tend to always feel anxious and restless. They often feel confused, have

difficulty concentrating, and have difficulty making eye contact. In addition, they also isolate themselves from the environment, denying the situation or their feelings. Other physical indications, such as trembling, shortness of breath, or increased heart rate, also often appear as the body's response to this overwhelming anxiety. In the cases studied in this research, the levels of anxiety experienced by students showed significant variation, ranging from mild to severe. These differences were influenced by each student's background, which included individual and contextual factors that affected their anxiety responses.

4) Panic

Panic is usually associated with a very intense fear of losing control of oneself or a situation. A person experiencing a panic attack often feels as if their body and mind are out of control, making it difficult for them to function

despite direction or assistance from others.

2.2.3 Speaking Anxiety in EFL Context

In general, anxiety can be defined as a person's fear or worry in the face of certain situations, people, or things, which can develop into serious problems for the individual. Anxiety in speaking is a common problem experienced by learners of English as a Foreign Language (EFL) and has a significant impact on their ability to communicate effectively in English.

Speaking in a foreign language in front of an audience is often a very challenging task for some students, as they are prone to anxiety, which can hinder their ability to deliver an optimal oral performance. Abood said that speaking anxiety in a foreign language context is a combination of physiological, behavioral, and cognitive responses that arise as a reaction to negative feelings experienced by individuals due to negative expectations of their own abilities (Abood & Abu-Melhim, 2015). Speaking anxiety has a massive impact on a person's confidence, especially when the speaker is trying to convey and perform what they know (Daud et al., 2019).

Students who experience failure in speaking performance tend to choose to remain silent rather than risk facing failure again. Therefore, it is crucial for teachers to create an effective and supportive classroom environment to encourage students to speak up.

2.2.4 Teacher Strategy

In the teaching process, strategies play a crucial role in achieving the learning objectives that have been set. A teacher is required to be able to adjust and balance various teaching strategies with the needs, characteristics, and ability levels of students effectively. Applying the appropriate strategy will increase the effectiveness of learning and create a conducive learning environment that supports the achievement of optimal learning outcomes.

Strategies are actions taken by a teacher to effectively achieve one or more learning objectives (Harmer J. , 2007). These strategies include specific activities that are implemented in the classroom and designed to be aligned with the learning approaches and methods used. Thus, strategy serves as a guide that assists teachers in

managing the learning process so that the desired goals can be achieved optimally.

The strategies applied by teachers in improving students' speaking skills play an important role in helping students overcome the various obstacles they face when speaking. Therefore, English teachers need to develop and implement effective teaching and learning practices to increase students' interest and motivation in English subjects, so that the learning process can be optimized and students' speaking skills can improve significantly (Dwinalida & Setiaji, 2020). Diverse teaching strategies reflect the various approaches used to assist students in the learning process (Zulfian et al., 2018). This confirms that strategies play an important role and cannot be ignored in the context of teaching and learning activities. The term strategy itself is widely used in various fields as a systematic effort to achieve success or certain goals effectively and efficiently.

Based on several theories previously described, the researcher concludes that teacher teaching strategies are a collection of methods, approaches, and actions designed and

implemented by teachers to overcome various obstacles and problems faced by students in the learning process. These strategies aim not only to overcome learning obstacles, but also to facilitate and encourage students to become more active, creative, and independent in exploring knowledge. Thus, effective teaching strategies can create a conducive learning environment, increase students' learning motivation, and optimize their potential and abilities comprehensively.

CHAPTER III

METHOD OF RESEARCH

The chapter discusses research design, source of data, setting of the research, participants of the research, focus of the research, data collection technique, instrument of the research, and data analysis technique.

3.1 Research Design

In this research, the researcher used a qualitative method and a case study research design. This research is classified as qualitative research because the findings focus on problem description. Qualitative research is a method for exploring and understanding how individuals or groups perceive and interpret a specific issue (Creswell, 2017). The researcher seeks to understand the meaning of a phenomenon from the perspective of the participants. This includes identifying groups that have certain cultures and analyzing how these cultures develop and interact. Qualitative research aims to explore and understand the deep meaning contained in the phenomenon under study, emphasizing the context and experiences of participants. Through this method, the strategies used by teachers of English as a Foreign Language (EFL) to minimize students' speaking anxiety

are explained based on the data obtained by the researcher.

3.2 Source of Data

This research used two types of data sources: primary data and secondary data. The primary data in this research included interviews and documentation related to strategies for minimizing speaking anxiety (Creswell, 2012). Secondary data is obtained from various sources that do not directly provide data to the researcher, such as information from other people or written documents. Secondary data plays a role as a supporter of primary data to strengthen research results. In this research, secondary data includes books, journals, theses, and previous research relevant to this research.

3.3 Setting of the Research

This research was conducted at SMA Negeri 8 Semarang with participants in the form of English teachers at SMA Negeri 8 Semarang. The researcher collected data until all the information needed for this research was fulfilled.

3.4 Participants of the Research

In this research, the researcher selected English teachers at SMA Negeri 8 Semarang as the research participants. The selected teachers were those who had specific experiences in dealing with students from different backgrounds and had the ability to apply strategies to minimize students' speaking anxiety.

3.5 Focus of the Research

This research focuses on the strategies applied by teachers in order to minimize the anxiety experienced by students when speaking English in front of the class. The main objective of this research is to help students develop confident speaking skills without fear or anxiety and to make the classroom atmosphere more joyful.

3.6 Data Collection Technique

Data collection technique is a crucial stage carried out by the researcher in order to obtain relevant information in accordance with the research focus. In this research, researcher set interview as the main method of data collection. This method has advantages, including its ability to explore

information in depth, provide opportunities for participants to describe their experiences in detail, and provide more control to researchers in directing and determining the type of data obtained. Interview act as a primary data collection method that allows researchers to obtain information directly from participants based on their experiences, views and opinions. In the context of this interview, interviews were used to explore the strategies implemented by EFL teachers at SMA Negeri 8 Semarang in minimizing students' anxiety when speaking English in front of the class. The researcher used semi-structured interviews, a qualitative data collection method that combines guideline questions with flexibility in implementation. This approach allowed the researcher to obtain more in-depth data while keeping the focus of the research.

In addition to interviews as a data collection method, the researcher also applied documentation techniques to strengthen the findings in this research. During the implementation of the interview, the researcher documented the activities through taking photos, which aimed to add validity and support the data that has been obtained.

3.7 Instrument of the Research

There are two main aspects that affect the quality of research results: the research instruments and the quality of data collection. The instruments used in this research are:

1. Interview

The first instrument in this research is the interview. According to Bungin, the interview process of collecting information for research purposes through direct question and answer between the interviewer and the informant, either with or without using an interview guide (Bungin, 2007). Interviews have several advantages compared to other methods, including the ability to explore more in-depth information, allowing participants to explain personal experiences in detail, and giving researchers more control over the type of information obtained. In line with these advantages, this interview is designed to explore the strategies used by teachers to reduce the anxiety experienced by students when speaking English.

Each question in the interview guideline was designed to gain a deeper understanding of the strategies employed by teachers to reduce students' anxiety when speaking. Furthermore, the results of the interviews were analysed and described to address the research problem formulated in this research. The duration allocated for each participant ranged from 10 to 15 minutes. During this session, the researcher recorded relevant information using recording devices, such as video or audio to support data collection and then documented the findings as additional evidence to strengthen the research results.

2. Documentation

Documentation is a data collection method conducted by collecting and analyzing various types of documents, including written documents, images, and electronic documents, these sources make an important contribution to researcher understanding of the central phenomena that are the focus of qualitative studies (Creswell, 2012). In this session, the purpose of

documentation is to present evidence or an accurate picture of the data obtained through observation or interviews. Pictures and video recordings are forms of documentation used in observing the strategies applied by teachers to minimize students' anxiety in speaking English. In addition, interview transcripts and photos obtained during the interview process with teachers also serve as supporting data, which is used as a reference to assess whether the data obtained has met the established criteria.

3.8 Data Analysis Technique

A flexible technique that helps identify, analyze, and report patterns (themes) in data using thematic analysis. This technique is used to process qualitative data collected from interviews and documentation (Braun & Clarke, 2006). The data analysis process begins with a familiarization stage, where the researcher carefully reads interview transcripts to gain a deep understanding of the data content. In the next stage, researcher conduct a coding by marking important parts of the data that are considered relevant. The identified codes are then

grouped into main themes that represent frequently mentioned ideas.

Each theme that has been formed is then reviewed and refined to ensure internal consistency within the theme and to avoid overlap between themes. Once the themes have been clearly defined, the researcher continues to the interpretative analysis stage. At this stage, the researcher explores the relationship between themes to construct a comprehensive and in-depth narrative about the phenomenon being studied.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the results of a study on the strategies used by EFL teachers to minimize students' speaking anxiety at SMA Negeri 8 Semarang.

4.1 Findings

In presenting the findings of the research, the researcher categorized the research question into one main theme, which is the strategies applied by EFL teachers to minimize students' speaking anxiety.

The data in this research were collected through two techniques, interviews and documentation. In the interview stage, there were seven questions designed to support the fulfillment of the research objective. The interview process was carried out using two methods, face-to-face at SMA Negeri 8 Semarang and via the WhatsApp application. There were four EFL teachers as participants who had considerable teaching experience and had interacted with students from various backgrounds. The students' backgrounds varied, ranging from those who were familiar with English to those who had never received English language instruction at all. These differences were

factors that had the potential to trigger speaking anxiety in students.

4.1.1. Preparation

According to Kondo and Ling (2004), Preparation is a stage in which individuals prepare themselves optimally to face an opportunity, especially in the context of speaking practice. This process plays an important role in minimizing the uncertainty often experienced by speakers regarding their future performance, which can significantly reduce anxiety levels when speaking. Based on the interview data, Ms. Dwi explained the preparation stages applied in her learning strategy. The explanation can be seen in the following data:

“Before starting the lesson, I usually give one theme that is relevant to the material to be studied. Next, students are asked to mention vocabulary words related to that theme. After that, I will emphasize how to pronounce correctly” (Ms. Dwi, Semi-structured Interview, 21st May 2025). Ms. Dwi added that by preparing vocabulary in advance, students will be better prepared and more familiar with the material to be studied.

In line with the previous statement, Ms. Rini also explained the preparation stage before starting the class, which can be seen in the following data:

“Usually, I give a theme that is relevant to the learning material or start with a leading sentence such as ‘how’s life?’, then the students will answer, creating a conversation” (Ms. Rini, Semi-structured Interview, 21st May 2025). She also explained that enriching vocabulary will make it easier for students to choose the right words, so that they can develop their speaking skills with more confidence without experiencing anxiety or panic.

From these findings, it can be concluded that teachers prepare students mainly by enriching their vocabulary and practicing English speaking, even if only to a limited extent. This strategy makes students more familiar with vocabulary and sentence structure, thereby supporting the development of independent English speaking skills.

4.1.2. Giving Positive Affirmation

Positive affirmation plays a significant role in minimizing the level of anxiety experienced by students. Students who are able to maintain a positive mindset tend to be more effective in managing the anxiety they feel, so that the anxiety does not interrupt their performance when speaking in English in front of the class. Thus, the development of positive affirmation is one of the important factors in supporting students' success in speaking skills in an academic environment. This is in line with the research findings which show that students who apply positive energy can minimize their anxiety levels, so they are more confident and able to perform optimally, especially when speaking in front of the class in English. The statement can be seen in the following data:

“In the learning process, before starting I usually do brainstorming, and emphasize to students that the important thing is that people understand what we say, focus on pronunciation and don't be afraid of being wrong.” (Mr. Johari, Semi-structured Interview, 23rd May 2025)

This statement is in line with the results of an interview with Ms. Rini, who said that in the learning process she applied an approach to students through giving praise,

“I usually approach students, can be through touching, can be through praise every student dares to speak.” (Ms. Rini, Semi-structured Interview, 21st May 2025) Ms. Rini added that giving praise or appreciation to students can create a comfortable atmosphere and increase their confidence in speaking English. Thus, the strategy contributes to minimizing the level of anxiety experienced by students during the learning process.

4.1.3. Relaxation

The next strategy in minimizing students' speaking anxiety is relaxation. It can be seen in the following data:

“First, we must make the students feel comfortable with us, because if the students feel comfortable with the teachers, their anxiety will be reduced, usually I intersperse with humor” (Ms. Dwi, Semi-structured Interview, 21st May 2025)

In the learning process, Ms. Dwi uses brainstorming. She also mentioned that brainstorming can be considered a cognitive technique to reduce anxiety. It involves gathering ideas and solutions, which can help minimize emotional anxiety by diverting attention and providing a sense of control over the situation. Mr. Duta also stated about the relaxation step. It can be seen in the following data:

“In class, I encourage students to use English in daily situations, such as when asking permission to go to the toilet or when starting and ending the class. For learning activities, I usually intersperse them with watching YouTube videos and listening to English songs.” (Mr. Duta, Semi-structured Interview, 21st May 2025) Mr. Duta also added that the use of YouTube videos and songs in learning can help students effectively expand their vocabulary while keeping the learning atmosphere enjoyable and not monotonous.

4.1.4. Peer Seeking

Peer seeking is a process in which students show initiative to seek help from peers

who also experience problems in understanding learning materials. At this stage, there is a statement from Ms. Dwi that highlights the importance of peer seeking practice in supporting students' understanding of the material. The statement can be seen in the following data:

“In the learning process, there is drama practice where students practice with their peers. In this process, the more proficient students will help their friends who are still struggling, both in terms of vocabulary mastery and pronunciation.” (Ms. Dwi, Semi-structured Interview, 21st May 2025)

Similar to the statement delivered by Ms. Dwi, Mr. Johari also provided his views on peer seeking stages, which can be analyzed through the following data:

“Students become more relaxed and less nervous because they take on a new identity when role-playing.” (Mr. Johari, Semi-structured Interview, 23rd May 2025)

In the interview, the participant did not explicitly state that students seek out peers who are experiencing similar difficulties in language learning. However, the interview implicitly

emphasized the importance of peer seeking as a strategy that helps students reduce their anxiety about speaking.

4.2 Discussions

This section discusses various approaches used by EFL teachers to minimize students anxiety levels when speaking English at SMA Negeri 8 Semarang. This research reveals the results related to effective strategies in helping students overcome their anxiety.

Based on the findings, it's clear that the EFL teachers at SMA Negeri 8 Semarang use several strategies to help students minimize their speaking anxiety. These strategies show how teachers create a more supportive and comfortable learning environment.

The first strategy, preparation, plays a significant role in improving students' readiness while reducing their anxiety. Through activities such as vocabulary enrichment and consistent English conversation practice, students can expand their vocabulary and improve their understanding of the material, which ultimately boosts their confidence and minimizes their anxiety about speaking. These findings are in line with the previous research by

(Lintangsari & Kurniawati, 2024) stated that the preparation stage plays an important role in facilitating students' fluency and ensuring that they are well prepared before communicating in English. This process can effectively minimize the anxiety that students often feel.

The second strategy is giving positive affirmation. Teachers encourage students to focus on communication rather than perfection. The teachers remind the students that making mistakes is normal and not something to be afraid of. Some teachers give praise or small rewards when students try to speak up, even if their grammar is not perfect. This kind of encouragement helps build students' confidence and shows them that their efforts are appreciated. This finding is in line with research conducted by (Arifin et al., 2024), who state that positive talk, which is part of the affective aspect, plays a role in reducing anxiety and increasing self-confidence during the speaking process.

The next strategy is relaxation. Teachers try to make the classroom atmosphere enjoyable and less stressful. This is achieved through the use of humor, showing a YouTube video, playing an English song, or simply creating space where

students feel comfortable to express themselves. When students experience a relaxed atmosphere, they are more willing to take risks and engage in speaking activities. This approach effectively minimizes the pressure that often contributes to speaking anxiety. This finding is related to the previous research conducted by (Wahyuni et al., 2022), which confirms that one of the strategies teachers use to reduce students' speaking anxiety is to create a safe and comfortable learning environment.

The last strategy identified is peer seeking, which involves students supporting one another. Collaborative work in pairs or small groups tends to increase students' comfort levels, and they can ask for help, practice together, and learn from each other. In addition, social interactions among students can strengthen communication skills, empathy, and teamwork. Teachers also mentioned that using role play or group tasks helps students take on different roles. The implementation of this strategy is in line with previous research conducted by (Taghizadeh & Asadi, 2020), which shows that group work or peer seeking can be an effective approach in building students' confidence. This strategy effectively makes

the students less nervous and more confident in the learning process, especially speaking.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestions. The conclusion presented are based on the data analysis described in Chapter IV.

5.1 Conclusion

Based on the findings of the research and discussion, it was found that teachers implemented various strategies in the classroom to minimize students' speaking anxiety. These strategies include thorough preparation, giving positive affirmation, relaxation, and peer seeking. Each participant in this research showed variations in the implementation of the strategies used. The findings indicated that all participants consistently implemented strategies that encouraged students to be actively involved in speaking activities. This includes participation in both one-way and two-way conversations.

It can be concluded that the strategies implemented by EFL teachers at SMA Negeri 8 Semarang have a positive impact, which is increasing students' courage in speaking English, also minimizing their anxiety level. Thus, the strategies and solutions prove to be meaningful and

joyful in creating a comfortable and conducive learning environment, so that able to minimize students' speaking anxiety.

5.2 Suggestion

5.2.1 For EFL Teachers

With this research, the researcher recommends that teachers actively develop and implement various strategies specifically designed to minimize students' speaking anxiety. Teachers need to consider the diversity of students' needs and conditions in designing learning approaches that are able to minimize speaking anxiety.

5.2.2 For students

Hopefully, students can increase their confidence and courage in speaking English, so that anxiety or fear that arises during the learning process can be minimized. In addition, the understanding that English is a skill that is easy to learn and has a wide relevance in the future is expected to be an additional motivation for students to continue developing their English skills, both in the school environment and at home.

5.2.3 For further researchers

The researcher suggests that this research can be used as a reference by future researchers for further research development with a different focus, especially related to strategies for minimizing students' speaking anxiety. Thus, the contribution of research in this field can enrich the scientific research and practice of English language learning.

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APPENDIX 1

Semi-Structured Interview Questions

1. In teaching English speaking skills, what strategies do you use?
2. Why you choose to use these strategies in teaching speaking skills?
3. When entering the learning session, do you brainstorm or do you start the learning activities immediately?
4. What strategies do you use to minimize students' anxiety and fear in learning English speaking skills?
5. Do you use specific exercises or role plays to minimize students' speaking anxiety? If yes, can you explain the type of exercise?
6. What are the benefits that students can obtain from the implementation of these strategies?
7. Do you use supporting media in teaching English speaking skills? If yes, what media are used and what are the benefits?

APPENDIX 2

Interview Transcription

Participant 1

Name : Mochammad Johari

Place, Date of Birth : Semarang, 31st October 1974

Teaching experience : 25 years old

1. **Question:** In teaching English speaking skills, what strategies do you use?

Answer: Dialog memorization, retelling reading text, free discussion.

2. **Question:** Why you choose to use these strategies in teaching speaking skills?

Answer: Karena murid perlu mendapat banyak latihan dengan situasi yang berbeda.

3. **Question:** When entering the learning session, do you brainstorm or do you start the learning activities immediately?

Answer: Brainstorming

4. **Question:** What strategies do you use to minimize students' anxiety and fear in learning English speaking skills?

Answer: Menegaskan pada murid bahwa yang penting adalah lawan bicara paham apa yang kita ucapkan. Fokus pada pronunciation.

5. **Question:** Do you use specific exercises or role plays to minimize students' speaking anxiety? If yes, can you explain the type of exercise?

Answer: Ya, roleplay.

6. **Question:** What are the benefits that students can obtain from the implementation of these strategies?

Answer: Lebih Santai, karena mereka memakai identitas baru.

7. **Question:** Do you use supporting media in teaching English speaking skills? If yes, what media are used and what are the benefits?

Answer: Biasanya gambar.

Participant 2

Name : Dwi Hastuti

Place, Date of Birth : -

Teaching experience : 27 years old

1. **Question:** In teaching English speaking skills, what strategies do you use?

Answer: Saya mengajar mereka by drill, breakdown vocabulary, setelah bertemu difficult word saya stressing pronouciation nya

2. **Question:** Why you choose to use these strategies in teaching speaking skills?

Answer: Karena strategi ini anak jadi lebih percaya diri karena tidak ada judgement dalam melaksanakan strategi ini.

3. **Question:** When entering the learning session, do you brainstorm or do you start the learning activities immediately?

Answer: Biasanya pakai brainstorming, sebelum memulai pelajaran, saya biasanya memberikan satu tema yang relevan dengan materi yang akan dipelajari. Selanjutnya, siswa diminta untuk menyebutkan kata-kata kosakata yang terkait

dengan tema tersebut. Setelah itu, saya akan menekankan cara pengucapan yang benar.

4. **Question:** What strategies do you use to minimize students' anxiety and fear in learning English speaking skills?

Answer : Pertama harus membuat mereka comfortable with us, karena jika anak nyaman dengan guru, anxiety mereka akan berkurang, biasanya saya selingi humor juga biar tidak bosan

5. **Question:** Do you use specific exercises or role plays to minimize students' speaking anxiety? If yes, can you explain the type of exercise?

Answer: Drama, tutor dengan teman sebaya, sebelum perform mereka kan latihan, dalam sesi latihan ketika menemukan kata yang sulit, siswa yang bisa akan membantu siswa yang belum bisa.

6. **Question:** What are the benefits that students can obtain from the implementation of these strategies?

Answer: Efektif membentuk self confidence murid

7. **Question:** Do you use supporting media in teaching English speaking skills? If yes, what media are used and what are the benefits?

Answer: Saya pasti menggunakan teknologi, sosial media, kamus online, sangat membantu siswa untuk lebih memahami materi.

Participant 3

Name : Satya Eka Rini

Place, Date of Birth : Blora, 4th September 1972

Teaching experience : 28 years old

1. **Question:** In teaching English speaking skills, what strategies do you use?

Answer: Biasanya saya kasih 1 tema sesuai materi pembelajaran, atau saya pancing dengan pertanyaan “how’s life?”, nanti murid akan saling menanggapi, sehingga terjadilah percakapan.

2. **Question:** Why you choose to use these strategies in teaching speaking skills?

Answer: Karena lebih efektif dengan cara seperti itu, akan monoton jika sesuai teks book, murid jadi tidak tertarik untuk berbicara.

3. **Question:** When entering the learning session, do you brainstorm or do you start the learning activities immediately?

Answer: Jika materi awal saya melakukan brainstorming, jadi siswa akan lebih familiar dengan materi yang akan dipelajari..

4. **Question:** What strategies do you use to minimize students' anxiety and fear in learning English speaking skills?

Answer: Pendekatan, saya dekati secara personal, kadang lewat sentuhan fisik, kayak ditepuk, lewat pujian juga.

5. **Question:** Do you use specific exercises or role plays to minimize students' speaking anxiety? If yes, can you explain the type of exercise?

Answer: Roleplay, mereka lebih relax belajar dengan sebaya.

6. **Question:** What are the benefits that students can obtain from the implementation of these strategies?

Answer: Mereka merasa nyaman, dan itu pasti sedikit banyak mampu mengurangi kecemasan yang mereka alami

7. **Question:** Do you use supporting media in teaching English speaking skills? If yes, what media are used and what are the benefits?

Answer: Saya biasanya bawa speaker, saya putarkan lagu lalu mereka mengomentari lagu tersebut, jadi mereka bisa menambah kosakata mereka juga, kadang saya putarkan film juga

Participant 4

Name : Muhammad Duta Prayogi

Place, Date of Birth : Demak, 2nd August 1996

Teaching experience : 5 years old

1. **Question:** In teaching English speaking skills, what strategies do you use?

Answer: Role play, diskusi bersama teman

2. **Question:** Why you choose to use these strategies in teaching speaking skills?

Answer: Siswa jadi lebih tertarik untuk belajar dan berani berbicara, kelas jadi aktif dan tidak monoton.

3. **Question:** When entering the learning session, do you brainstorm or do you start the learning activities immediately?

Answer: Brainstorming dulu, mengaitkan materi yang akan dipelajari dengan kehidupan sehari-hari.

4. **Question:** What strategies do you use to minimize students' anxiety and fear in learning English speaking skills?

Answer: Expose Bahasa inggris sesering mungkin, membiasakan murid using English di

kelas, seperti izin ke kamar mandi, membuka dan menutup kelas.

5. **Question:** Do you use specific exercises or role plays to minimize students' speaking anxiety? If yes, can you explain the type of exercise?

Answer: Tidak ada, saya hanya membiasakan siswa pakai Bahasa Inggris saat di kelas, sekecil apapun itu.

6. **Question:** What are the benefits that students can obtain from the implementation of these strategies?

Answer: Cukup mengurangi kecemasan siswa, tapi tergantung kondisi background English mereka sebelumnya.

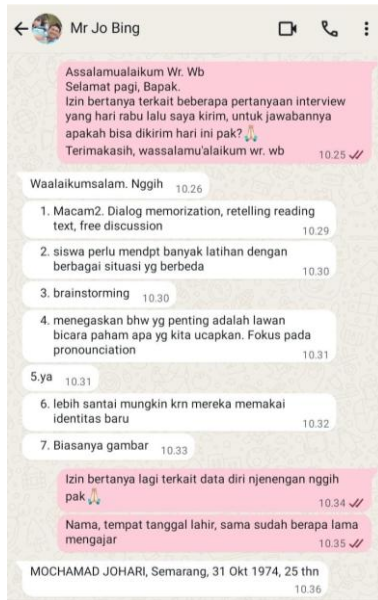
7. **Question:** Do you use supporting media in teaching English speaking skills? If yes, what media are used and what are the benefits?

Answer: Iya biasanya saya selingi Video YouTube pakai proyektor, lagu berbahasa Inggris, itu cukup efektif meningkatkan kepercayaan diri siswa karena mereka jadi tau how to pronounce.

APPENDIX 3

Documentation of Interview Section





APPENDIX 4

Research Document



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 8
SEMARANG

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SURAT KETERANGAN
Nomor: 000.9/624/VI/2025

Yang bertanda tangan di bawah ini Kepala SMA Negeri 8 Semarang, menerangkan bahwa Saudara tersebut di bawah ini:

Nama : Nur Afifah

NIM : 1803046061

Program Studi : Pendidikan Bahasa Inggris

Telah melakukan penelitian skripsi di SMA Negeri 8 Semarang untuk memenuhi tugas akhir Program Studi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang:

Waktu : Tanggal 21-23 Mei 2025

Judul Skripsi : EFL Teachers Strategies to Minimize Students Speaking anxiety.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Semarang, 24 Juni 2025
Kepala SMAN 8 Semarang,

Disediakan, S.Pd., M.Pd.
Pembina Tingkat I
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3. MA Darul Ulum Kudus

Semarang, 24 Juni 2025

The Researcher

A handwritten signature in black ink, appearing to be a stylized 'N' followed by a vertical stroke and a small flourish at the top.

Nur Afifah