STRATEGI GURU UNTUK MENGURANGI KECEMASAN BERBICARA DI KELAS BAHASA INGGRIS DI SMKN 1 KEDIRI

TEACHER'S STRATEGIES USED TO REDUCE SPEAKING ANXIETY IN ENGLISH CLASSROOM AT SMKN 1 KEDIRI

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ABSTRACT
This research aims to identify and reduce speaking anxiety among students at SMKN 1 Kediri. The study uses a qualitative research design, employing interviews and observations to gather data from English teachers. The collected data will be analyzed using thematic analysis to identify recurring patterns and themes related to the strategies used by teachers. The study found that there are several ways to reduce anxiety, such as providing examples of speaking English in the classroom and assigning tasks that lead to speaking and writing in various instruments or textbooks. The relationship between emotions and anxiety in foreign language classes affects students' self-esteem and achievement in foreign language learning. The traditional "teaching first, testing then" approach is ineffective, as it often relies on unauthentic activities and lacks valuable data. One method is to ask students to answer in English, which can help them feel more comfortable and confident in their abilities. This method is particularly beneficial for students who frequently interact with teachers or friends while learning English. Another effective way to reduce anxiety is by adding English to textbooks or internships, allowing students to become accustomed to speaking English outside of lessons. The findings of this study provide recommendations for teachers, schools, future researchers, and anyone interested in dealing with speaking anxiety in students. Teachers should be encourage students to interact using English, and provide examples of successful speaking. By following these strategies, teachers can help students overcome speaking anxiety and achieve more productive academic.

Keywords: Speaking, Speaking Anxiety, Teacher Strategies

ABSTRAK
Penelitian ini bertujuan untuk mengidentifikasi dan mengurangi kecemasan berbicara di kalangan siswa SMKN 1 Kediri. Penelitian ini menggunakan desain penelitian kualitatif, menggunakan wawancara dan observasi untuk mengumpulkan data dari guru bahasa Inggris. Data yang terkumpul akan dianalisis menggunakan analisis tematik untuk mengidentifikasi pola dan tema berulang yang terkait dengan strategi yang digunakan oleh guru. Studi ini menemukan bahwa ada beberapa cara untuk mengurangi kecemasan, seperti memberikan contoh berbicara bahasa Inggris di kelas dan memberikan tugas yang mengarah pada berbicara dan menulis di berbagai instrumen atau buku teks. Hubungan antara emosi dan kecemasan di kelas bahasa asing mempengaruhi harga diri dan prestasi siswa dalam pembelajaran bahasa asing. Pendekatan tradisional "mengajar dulu, menguji kemudian" tidak efektif, karena sering bergantung pada kegiatan yang tidak otentik dan tidak memiliki data berharga. Salah satu metode adalah meminta siswa untuk menjawab dalam bahasa Inggris, yang dapat membantu mereka merasa lebih nyaman dan percaya diri dengan kemampuan mereka. Metode ini sangat bermanfaat bagi siswa yang sering berinteraksi dengan guru atau teman saat belajar bahasa Inggris. Cara lain yang efektif untuk mengurangi kecemasan adalah dengan menambahkan bahasa Inggris ke buku teks atau magang, memungkinkan siswa untuk terbiasa berbicara bahasa Inggris di luar pelajaran. Temuan penelitian ini memberikan rekomendasi untuk guru, sekolah, peneliti masa depan, dan siapa saja yang tertarik untuk menangani kecemasan berbicara pada siswa. Guru harus mendorong siswa untuk berinteraksi menggunakan bahasa Inggris, dan memberikan contoh berbicara yang sukses. Dengan mengikuti strategi ini, guru dapat membantu siswa mengatasi kecemasan berbicara dan mencapai akademik yang lebih produktif.

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

INTRODUCTION

In other hand, according to Nunan (2003:330), teaching speaking includes not only learning speech sounds/patterns, word usage and sentence stress, intonation patterns, word usage and sentences appropriate to social contexts, audiences contexts, situations and themes, but also the fluent use of language. This means that speaking students not only know how to make specific points of language such as grammar, pronunciation, and vocabulary, but also have to understand who, when, where, why, and what to create out language. Speaking is ability to produce sound, sentence to express idea or feeling. Many students get difficulties to speak English fluently because it is unfamiliar language of them. It makes them less in mastering English. Their competence to speak in English as a Foreign Language fluently is still unsatisfying than other countries which is English as their Second Language. According to Nunan (2003: 48) states that there are many students feel that in a new language is hard for two reasons. First, unlike reading and writing, speaking happens in a real time: need a direct response. Second, there is no editing and revising for what have been said, as in writing. Most of people judge students whether they can speak in English fluently is from they way they speak.

There are positive and negative emotion which influence in speaking English. The positive emotions, such as attention, motivation, self-regulation and the negative emotions, such as anxiety, anger, hopeless, boredom. Pekrun (2014: 6), "emotion are important because of their influence on learning and development,". Many kinds of emotions which commonly expressed and happened in speaking class. There are strategies can reduce students' anxiety in speaking English. They are preparation, relaxation, positive thinking, peer seeking, and resignation. Feeling anxious can appear in two conditions. First, the students do not understand about the material. Second, the students are afraid if they make mistake or got negative evaluation. When nervous students have enough time to prepare and practice the activities, they can perform just as well as non-anxious students.

1. Anxiety

According to Freud (Alwisol, 2005: 28), anxiety is a function of the ego that warns individuals of the possibility of imminent risk so that they can prepare for appropriate adaptive responses. Lefrancois (1980) also stated that anxiety is an unpleasant emotional reaction characterized by anxiety. . In addition, Tjakrawerdaya (1987) suggested that anxiety is an unpleasant effect or feeling in the form of stress, insecurity and fear that arises because a person feels that something disappointing is about to happen but the source of it is not usually done by the people involved. Meanwhile, Herman in Yasin (2014) defined anxiety as includes a combination of basic interactive effects: neurophysiology (such as tremor, wet palms, flushing, increased heart rate, high blood pressure) behavioral manifestations, and phenomenological or subjective.

The types of anxiety into two types, state anxiety and trait anxiety:
1. State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger, it means that state anxiety is an anxious feeling that felt by the people only when they face a specific situation and in a short time.

2. Trait anxiety is pattern of responding with anxiety even in nonthreatening situations. Trait anxiety is a part of a person's character and is a permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by their characters

Factors of anxiety there are communication concerns, test anxiety (defined as person's worry of taking a test), and aversion to negative evaluation, it indicates that if pupils are unsure of what they are saying, they will be afraid of receiving negative feedback from others and will be anxious because they do not want to appear ignorant in front of others.

2. Speaking Anxiety

Speaking anxiety, as a fear of expressing oneself orally, can be recognized by the physiological signs mentioned above. These signs are most likely to interfere and inhibit the ability to speak, as a person experiencing this type of anxiety will not be able to concentrate on the speaking process. Anxiety seems to affect learners' confidence, keeping them quiet in class even though they have something worth hearing. In addition, Chiu et al (2010) say that when learners have to speak in English, they easily feel anxious (p.109). The anxiety worsened when they have to speak English without any preparation.

Speaking anxiety is caused by students' lack of confidence in their talents, which causes them to feel humiliated, fearful, and worried to demonstrate their speaking abilities. Students that are afraid of speaking will usually behave passively in class. They don't interact or talk much during the learning process, which makes them less noticeable to the teacher because busy pupils cover them. This symptom is common among kids who are anxious. They tend to retreat from class activities and are scared to demonstrate their ability for a variety of reasons, one of which is fear of making mistakes when speaking, being laughed at, and receiving bad feedback from teachers or friends.

3. Teacher's Strategies

According to Louarne Johnson (2006), teacher strategies "if expert teachers manage with creative talent and the ability to teach students at all levels, then you may not have difficulty running the entire curriculum". Furthermore, according to Balachandran (2015), a variety of factors influence the teaching technique. These factors are related to the teacher, the student, the environment, and the lesson. Teachers' factors include, among other things, resource use, classroom management, and the ability to make adjustments based on the student's learning style. Furthermore, factors relating to students include class composition, class level, specific instructional benefits, and student participation.

Herrel and Jordan (2012) aimed to include media into their Students Centered Learning teaching strategies. When employing media, student-centered learning activities like observation, inquiring, collecting, and associating communication can enhance learning outcomes

RESEARCH METHOD

This research used qualitative method to analyze the data. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of reporting the complexity of a situation (Creswell & david : 2018).

This research to provide a better, more comprehensive image and information, as well as make research easier for researchers. As a result, the author specifies that the study's location is the site where the research will be conducted. In this case, the research location is located at SMKN 1 Kediri which is located on Jalan Veteran No. 9, Mojoroto, Kediri. The population of this study includes some teachers who teach English at SMKN 1 Kediri. Sample is part of a population or the representation of a population. This research will be carried out from August until September 2022 and October until December 2022.

This research has instruments are observation and interview. To observation, the researcher Observe English language lessons at SMKN 1 Kediri to see the tactics used by teachers during classroom interactions firsthand. And for interview, the researchers used a semi-structured interview. The researcher had interviews with English teachers to learn about their tactics, techniques, and strategies for dealing with public speaking fear.

To collect the data, the researcher has procedures such as attended to the classroom to observe the students" performance and asked permission from the teacher for doing observation until the end of class, then continue to monitor the entire speaking class in classroom of each conference until sufficient data is available. After that, the researchers took notes about the grades of students in the classroom. For the last, Researchers have posted, identified, and classified the data, the researchers transfer only the results of student interviews to educational performance.

RESULT AND DISCUSSION

After has interview with the teacher from SMKN 1 Kediri, namely Mr. M. T, the researcher got the findings from the interviews suggest that some of the students who have a little interest in speaking English, because they think that English does not exist when they practice outside of school. They prefer to learn practices that fit their major, but the researcher saw many of them were also very interested in some English-language material like writing and listening. They just didn't like if speaking in class was seen by his friends, they would feel anxiously curious not sure that they could, and the researcher saw when they were in class actually those who were experiencing anxiety were students who could speak or pronounce English vocabulary correctly.

Mr. M.T. stated that the most effective way is the third way because it could make students even more interested in learning English, because it would be easy to make students more interested to learn English and when the practice is annoyed or in class they do not feel ashamed or anxious about it. The teacher can add their English vocabulary by adding English in the major books or in the internships of each major. Without realizing when they read their respective textbooks that contain inscriptions in their English-language practical tools, they become accustomed to speaking English outside English lessons. And when in the workshop in the practical tools students should be given names in English so that they can later get used to seeing, imitating and speaking English.

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At the time of their English courses they did not experience anxiety because they were accustomed to speaking English vocabulary at their practice. And slowly as a teacher, you have to get rid of students who pronounce the vocabulary incorrectly, most importantly, they have the courage to speak and their anxiety when speaking English is slowly reduced. As a teacher, you must also give the students an understanding that English will be useful in the world of work, not just in school or college. So that students are more interested in learning English. From the person's resource explanation above, it can be concluded that there are several ways that can be used to reduce anxiety in speaking English in the classroom. One of them is giving English lessons for their major, or giving practice books or writing the names of practical tools using English.

The study was conducted to identify and reduce the anxiety of students in English-speaking. Researchers have shown that they have found a way to reduce or address students' anxiety when speaking English in the classroom. Besides, Mr. M.T.'s interview said that there are several ways to reduce anxiety: often giving examples of speaking English in the classroom, often given tasks that lead to speaking and writing in a number of instruments or textbooks respectively.

Researchers have noted several ways that can reduce or overcome anxiety when speaking English, some of which are not all implemented due to limited hours of lessons and sometimes teachers also have to complete some of the available materials. But Mr. M.T. has implemented a second method of often asking students answers in English and students answering in English. So, this method is relevant if students have to interact frequently with their teachers or friends while learning English and it will keep students not feeling scared or anxious when speaking English even though they have few words. Because of the speaking-friendly classroom environment, intensive speaking learning support, and speech learning materials will create an atmosphere in the classroom when English becomes comfortable. The findings from the interviews suggest that some of the students who have a little interest in speaking English, because they think that English does not exist when they practice outside of school. They prefer to learn practices that fit their major, but I see many of them are also very interested in some English-language material like writing and listening. They just didn't like if speaking in class was seen by his friends, they would feel anxiously curious not sure that they could, and I saw when they were in class actually those who were experiencing anxiety were students who could speak or pronounce English vocabulary correctly.

Although proper planning is difficult to until you know anything about the students, they plan in advance. Then, at a certain point throughout the implementation of their plan - often at the conclusion - they make an effort to measure student learning levels. The traditional "teaching first, testing then" approach is completely backward, which is why it is ineffective. However, often these assessments are based on unauthentic activities that tell them little about what children actually learn, and by judging at the end of the instruction unit, the data collected is useless to anyone.

As a result of these findings, the researchers and sources found an effective way to reduce anxiety in the classroom, namely by adding English to the textbook or in the internships of each major. Without realizing when they read their respective textbooks which contain inscriptions in their English-language practice tools, they become accustomed to speaking English outside of English lessons. And when at the workshop in the practice tools students must be given names in English so that they will later get used to seeing, imitating and pronouncing English. Teachers also divide students into small groups in discussion sessions before moving to the main speaking activity. And the teacher also tells me the meaning or reading of passwords that are hard to learn so students don't get scared when speaking English in class.

CONCLUSION AND SUGGESTION

Based on the findings and discussions, it can be concluded that strategies to reduce the anxiety of speaking by middle students SMKN 1 When studying in English class, the teacher should be an example of how the course of an English language class, i.e. the teacher must give examples speaking in English in the classroom and should often invite students to interact using English and give questions using English then the student should answer them using English with the vocabulary that they have, although only a little, the most effective way that has been found is to give a few students major books or give writing to the students' practical tools like on the machines that are used during practice. Despite the shortcomings described above, the research results obtained in this study have provided little enlightenment for experts, practitioners, policymakers, and educators about designing more planned, meaningful, and beneficial speaking learning activities by taking a critical attitude to specific communication processes in which teachers struggle to cope with the student's foreign-language anxiety.

So, based on explanation above, the researcher for the recommended that future researchers follow up the study by conducting research optimizing one of the methods above as best as possible, so that in the future, many students or people will be motivated by this method, so that their level of anxiety when using English will decrease or become more confident, and for the teacher, the researcher recommended to should integrate the appropriate media into the teaching process that will help in the development of the student's speaking skills. It can help children in taking information, understanding, and remembering it.

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