

**TEACHER STRATEGIES TO OVERCOME SPEAKING
ANXIETY OF THE SEVENTH GRADE AT JUNIOR HIGH
SCHOOL MA'ARIF NU 1 PURWOKERTO**



AN UNDERGRADUATE THESIS

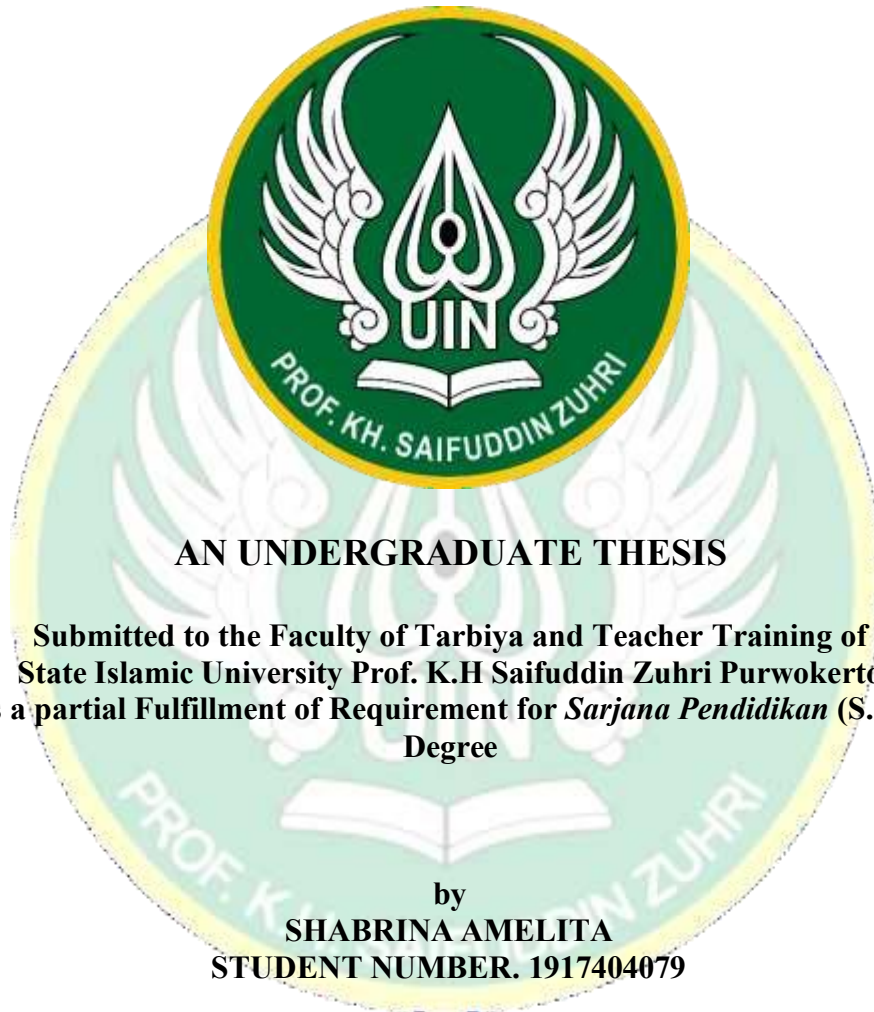
**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto
as a partial Fulfillment of Requirement for *Sarjana Pendidikan* (S. Pd)
Degree**

**by
SHABRINA AMELITA
STUDENT NUMBER. 1917404079**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESSOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025**

TITTLE

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2025**

STATEMENT OF ORIGINALITY

Here with I,

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Declare that the thesis I have compiled with the title, “**Teacher Strategies to Overcome Speaking Anxiety of the Seventh Grade at Junior High School Ma’arif NU 01 Purwokerto**” is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statements is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 18 April, 2025

I Who Declare,



Shabrina Amelita
S.N. 1917404079

APPROVAL SHEETS



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APPROVAL SHEETS

This thesis, entitled

Teacher Strategies to Overcome Speaking Anxiety of the Seventh Grade at Junior High School Ma'arif NU 01 Purwokerto

Written by Shabrina Amelita (Student Number: 1917404079) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on **March, 17th 2025** and declare qualified for achieving *Sarjana Pendidikan* (S. Pd) Degree by the examiners.

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Wassalamu'alaikum Wr.Wb

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MOTTO

“Don't say it's impossible to me, before you try it until you die.”

- Sultan Muhammad Al Fatih -



DEDICATION

I dedicate this undergraduate thesis to,

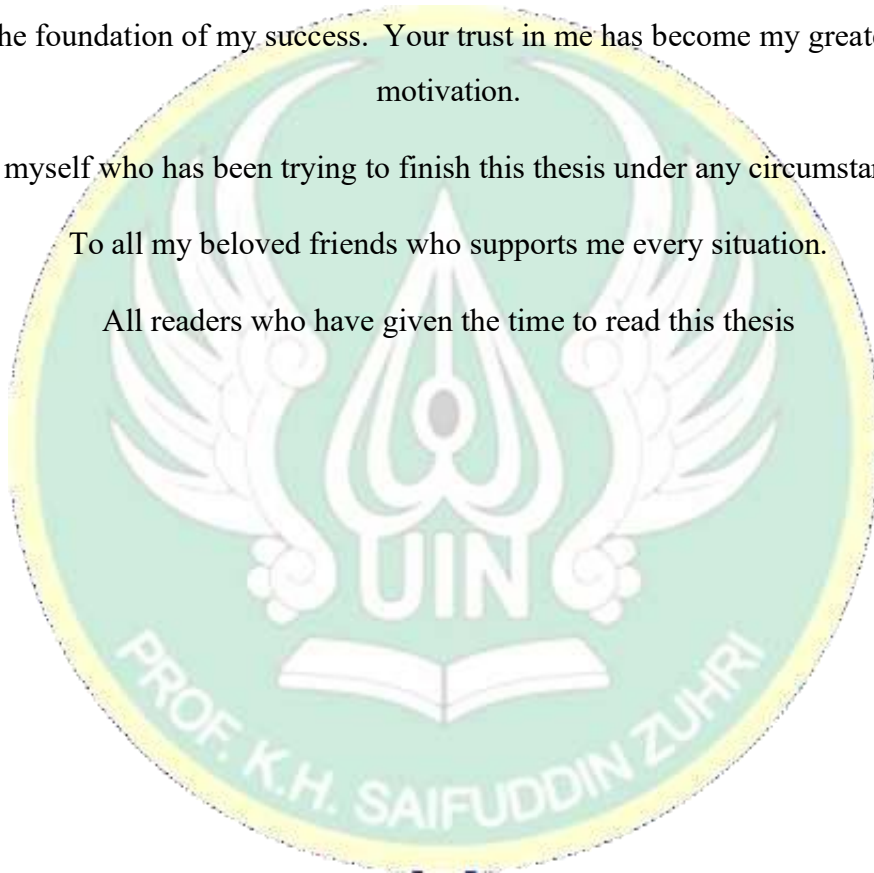
First and foremost, I dedicate this work to Allah SWT, who has guided me along an unexpected path. Only Allah has accompanied me throughout this journey.

To my beloved mother, father, sister and grandmother, who gives love, prayers that are always offered without limits, sacrifices, and support that have become the foundation of my success. Your trust in me has become my greatest motivation.

To myself who has been trying to finish this thesis under any circumstances.

To all my beloved friends who supports me every situation.

All readers who have given the time to read this thesis



PREFACE

Alhamdulillah all praises be to Allah SWT, who always gives loves in the form of grace, blessings, pleasures, happiness, and ease which ultimately become one of the reasons this thesis could be completed. Shalawat and salam poured out to prophet *Mohammad SAW* the last prophet and Rasul of God who always guided us from the darkness to the lightness. And because of him, we will get welfare in the world and hereafter.

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “*Teacher Strategies to Overcome Speaking Anxiety of the Seventh Grade at Junior Highschool Ma’arif NU 01 Purwokerto*” could be completed. This thesis is presented as partial fulfillment of the requirement for obtaining undergraduate degree of the faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. In arranging this thesis, a lot of people have provided motivation, advice and support. The deep gratitude and appreciate on are expressed to:

1. Professor Dr. H. Fauzi, M.Ag., the dean of Faculty Tarbiya and Teacher Training of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto.
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4. Professor Dr. H. Subur, M.Ag., the third Deputy Dean of Faculty Tarbiya and Teacher Training of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto.

5. Dr. Maria Ulpah, S.Si., M.Si., as the head of the Tadris Department of Tarbiya Faculty and Teacher Education of the State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto.
6. Mrs. Desi Wijayanti Ma'rufah, M.Pd., as the coordinator of English Education Study Program of Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto.
7. Mr. Agus Husein As Sabiq, M.Pd., as the thesis supervisor who has guided me patiently until this thesis is completed.
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9. All staffs and officials of state Islamic University of State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
10. Mr. Tarso, S.Pd as the headmaster of SMP Ma'arif NU 01 Purwokerto, and also the English teacher for the seventh grade.
11. For the seventh-grade students at SMP Ma'arif NU 01 Purwokerto, who have given me the opportunity to do this research.
12. To my beloved mother, father, sister and grandmother, who gives love, prayers that are always offered without limits, sacrifices, and support that have become the foundation of my success. Your trust in me has become my greatest motivation.
13. To all my beloved friends who supports me every situation.

Purwokerto, 18 April 2025

The Researcher,



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ABSTRACT

TEACHER STRATEGIES TO OVERCOME SPEAKING ANXIETY OF THE SEVENTH GRADE AT JUNIOR HIGH SCHOOL MA'ARIF NU 1 PURWOKERTO

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Abstract:

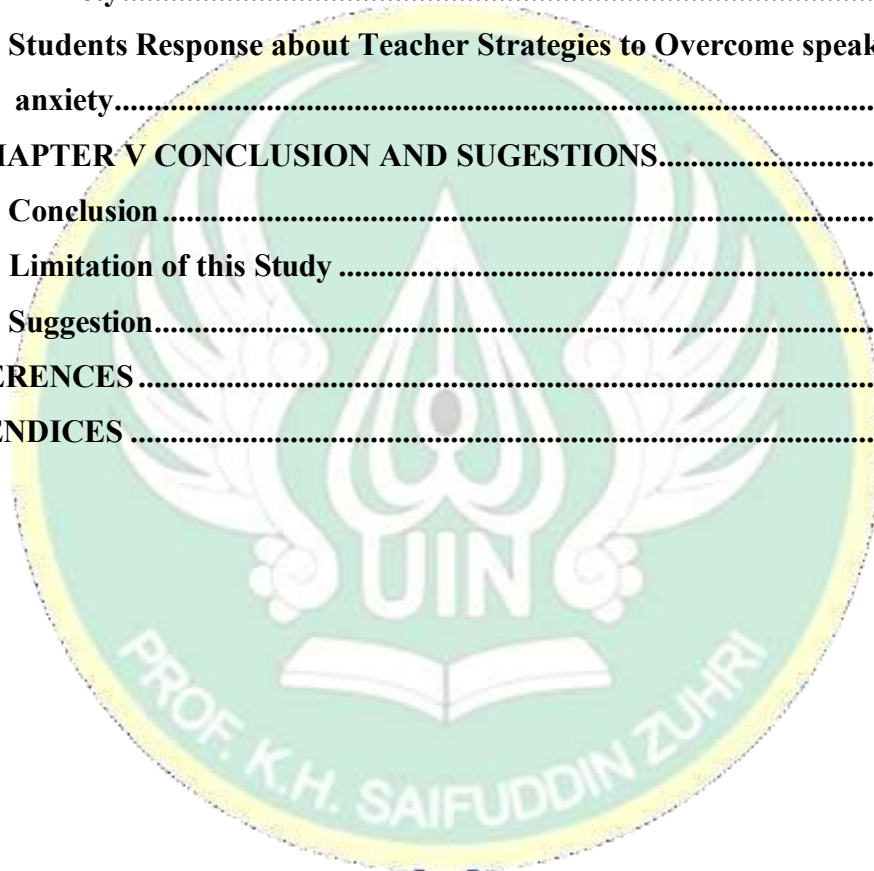
This research to explore teacher strategies to overcome speaking anxiety among seventh-grade students learning English as a foreign language at SMP Ma'arif NU 01 Purwokerto, Indonesia. It identifies the challenges faced by these students, because their lack of prior English language instruction in elementary school, leading to feelings of fear and shyness during speaking evaluations. Used a qualitative research paradigm, this study utilizes classroom observations, interviews both teachers and students and documentation to gather comprehensive data. The findings reveal that teachers employed several methods, including discussion activities, prepared talks and vocabularies, communication games, alongside motivational techniques and paired group activities uses to foster a more supportive learning environment. As a result, the students reacted positively to the strategies implemented by the teacher during speaking lessons. Students felt more confident, more interesting students can improve their ability to express ideas on learning and can improving students English speaking skills.

Keywords: *Anxiety, Speaking, Teacher Strategies.*

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CHAPTER I

INTRODUCTION

A. Background of The Study

In general, English plays a very important and wide-ranging role in the world. This language facilitates communication, trade, science and technology. English has become a very valuable tool for individuals and organizations that want to participate in the global world. To speak English in global world, several speaking components must be mastered. However, learning to speak English as foreign language in Indonesia is not easy. In fact, not a few people who learn English as foreign languages have difficulty in learning. As explained by Rezeki et al. (2022), anxiety is one of the problems that is often found in foreign language learners. Feelings of insecurity, embarrassment, fear of speaking, and worrying about making mistakes in building sentences are types of worries that often arise when speaking a foreign language. This states that learning a foreign language allows students to communicate effectively using the target language with other people. However, a situation of anxiety in foreign language learners can hinder students' ability to communicate effectively in the target language and make a challenge for teachers to prepare foreign language learning strategies.

In fact, Indonesian foreign language learners still often face various anxiety problems in speaking practice. Limited vocabulary knowledge, fear of making mistakes, lack of preparation are common anxieties that students faced in speaking practice (Sundari et al., 2020). And agree with Maysaroh et al., (2022), regarding the additional factors from school and family environments that do not support students in practicing their speaking skills. Not only that, Bogodad et al. (2021) also found that students anxiety in speaking was caused by three things, which came from how the teacher taught, student conditions, and the unsupportive environment. Based on these studies, it can be concluded that students

speaking anxiety comes from several things; lack of knowledge, lack of self-confidence, and high fear, so followed by other problems lack of motivation and students interest in learning can affect their speaking ability.

Strangert & Gustafson (2008) Highlights that a good speaker can attract the attention and interest of the other person through his communication. It can be defined that to be a good speaker, the speaker must have speaking skills such as; can be trusted, be expressive, intense and involved, feeling safe and comfortable, no doubt, not monotonous, and able to convey messages well. To have a good speaking skill, students must be able to control their anxiety by becoming more confident, having vocabulary knowledge, not fearing when speaking until the listeners can understand the messages. To practice this, teacher strategies play an important role in helping students improve their learning abilities and communicate better.

In general, teaching strategies are a teaching activity plan that prepared by teacher before learning. According to Haudi (2021), teaching strategies includes a series of activities, materials, learning steps or stages that used to generate students learning outcomes. Purwaningsih et al. (2020) explain that in learning speaking, students need teachers to help them to achieve their goals, such as having good pronunciation and feeling more confident. In this case, the teacher is responsible for designing fun, interesting and dynamic strategies for students in speaking activities in order to instill their confidence (Rezeki et al., 2022). It can be concluded that the teacher role is to design a pleasant, interesting and dynamic strategies for students in speaking activities to instill their confidence in speech. And in teaching speaking, teachers play an essential role in helping students goals like good pronunciation and confidence by designing fun, exciting, and dynamic strategies.

Some research by Sagiqa et al. (2023), Azwir (2020) and Imani (2020) showed that the use of strategies in learning speaking has a positive

impact on students. Students feel happier and more enjoy during learning process so, they can improve their speaking skills. However, in practice some students still have anxiety in speaking practice. Azwir (2020) explains, that the teacher must know the characters and proficiency levels before designing strategies. Razi et al. (2021) states, the more creative the teacher is in defining learning strategies, teacher can teach students to work collaboratively. So that students can participate actively and competitively in classroom activities. Based on this situation, it is a challenge for teachers to design the right strategies to reduce student speaking anxiety.

Based on preliminary research, Junior high school Ma'arif NU 01 Purwokerto was chosen as the research location because some students from seventh grade do not have sufficient knowledge of English beforehand. Lack of vocabulary knowledge, confidence, and fear of making mistakes in producing words are factors for students speaking anxiety at Junior High School Ma'arif NU 01 Purwokerto. Apart from conducting learning activities in the classroom, school also support various activities to improve students English skill. Based on this preliminary research, this study entitled "Teacher Strategies to Overcome Speaking Anxiety of Seventh Grade at Junior High School Ma'arif NU 01 Purwokerto" was conducted to explore more the kind and how the implementation of teaching strategies in the classroom to overcome students speaking anxiety.

B. Conceptual Definition

Based on the issues found at SMP Ma'arif NU 01 Purwokerto related to the speaking English learning of seventh-grade students, it is necessary to first understand the basic concepts that are key to answering the research question based on the existing problems. Here are some explanations of the concepts underlying this research;

1. Speaking

Speaking is an interactive activity where individuals act as both speakers and listeners, communicating to each other what they find interesting and relevant to the situation (Mead & Rubin, 1985). Speaking cannot be separated from social life, where everyone can express their opinions with specific intentions and purposes. Therefore, people often use many ways of saying things in their daily lives. To master this type of speaking, several basic skills that must be learned, as well as thorough training.

2. Teacher Strategies

Teacher strategies can be interpreted as plans teachers implement during the learning process. The plans that developed by teachers can support students in understanding the material being taught and influence their ability to learn foreign languages (Tamala & Sari, 2021). Therefore, teacher strategies are plans implemented during the learning process to support students understanding of the material and improve their ability to learn a foreign language.

3. Anxiety

Anxiety is a condition that causes a person to feel uncomfortable. This feeling can arise when a person feels danger, helpless, and experiences tension in the face of expected danger (Cassino, 1955). Speaking anxiety can arise due to several factors such as feeling a lack of self-confidence, a high level of nervousness, which makes one unable to speak well in front of many people. It can be concluded that anxiety is a feeling of discomfort, and helplessness can arise from feelings of danger or helplessness, often resulting from a lack of self-confidence and nervousness.

4. Teacher Strategy to Overcome Students Speaking Anxiety

Teacher strategies for managing students' speaking anxiety refer to the methods and techniques used by educators to help students reduce or manage their anxiety when speaking, especially in a second

language like English. Anxiety when speaking can affect students' communication skills. Harmer, (2007) states that teachers play a key role in developing strategies to address students' anxiety when speaking.

C. Research Questions

After conducting preliminary observations, the condition of 7th-grade students at SMP Ma'arif NU 01 Purwokerto during English language learning, particularly during speaking practice, has been noted. However, this research will further investigate;

1. What are the strategies used by the English teacher to overcome speaking anxiety of seventh grade at Junior High School Ma'arif NU 01 Purwokerto?
2. How does the implementation of teaching strategies in the classroom to overcome speaking anxiety of seventh grade at Junior High School Ma'arif NU 01 Purwokerto?

D. Objectives and Significances of The Study

With this research, it is hoped that it can help readers understand the learning strategies used to overcome speaking anxiety, especially in English language learning. Here are some explanations regarding the objectives and significance of this research.

1. Objectives of This Research
 - a. To find out the strategies used by the English teacher to overcome speaking anxiety of seventh grade at Junior High school Ma'arif NU 01 Purwokerto.
 - b. To explore the implementation of teaching strategies in the classroom to overcome speaking anxiety in seventh grade at Junior High School Ma'arif NU 01 Purwokerto.
2. Significances of This Research
 - a. Theoretical Significance

This research is expected to provide valuable insights that can help to increase the knowledge about learning English to create better in learning process especially in speaking practice session.

b. Practical Significance

- 1) For English teacher, this study can become reference on how to teach good teaching strategies to overcome students speaking anxiety in teaching English.
- 2) This study it can help students deal with problems when learning English, especially in overcoming their speaking anxiety.
- 3) Other researchers can use this research to learn more about teacher implementation of strategies to overcome students speaking anxiety.

E. Organization of the Paper

The structure of this research consists of five chapters. Each chapter explained different parts of the research as follows:

Chapter I begins with an introduction. This chapter explains the background of this research is being done by explaining the problem was found, then operational definition, research questions, objectives and significance of the research and structure of this research.

Chapter II presents the literature review based on the problems of this research and expected support of teaching strategies to overcome students speaking anxiety. It also explains the theory based on such issues as teaching speaking, teacher strategies and anxiety.

Chapter III describes research designs applied to finding information that related to the purpose of this research. Some of the designs that are being prepared consist of the types of research used, data sources obtained, data collection techniques, methods of data analysis, and data validity.

Chapter IV presents data obtained from the results of observation, interviews with English teacher, and some documentation from the

research at Junior High School Ma'arif NU 01 Purwokerto. This chapter also presents a discussion related to data discovery analysis such as, the kinds of teacher strategies to overcome speaking anxiety, the implementation of teacher strategies in the classroom to overcome speaking anxiety and also students reaction about teacher strategies to overcome speaking anxiety of seventh grade at Junior High School Ma'arif NU 01 Purwokerto

Chapter V presents the conclusions of this study, the limitations of the research, and suggestions for other researchers to conduct further studies related to this topic.



CHAPTER II

LITERATURE REVIEW

A. Speaking

1. The definition of speaking

Speaking is a social activity involving everyday interaction (Luoma, 2004). Mead & Rubin (1985) define speaking as an interactive activity where individuals act as speakers and listeners who will tell each other what they consider interesting and relevant to a situation speaking is the fundamental way to convey thoughts, ideas, emotions, and information to others using spoken language. Effective speaking involves delivering the words and considering tone, body language, context, and audience engagement to ensure clear and meaningful communication. It can be concluded that speaking is a social activity involving interaction in everyday life involving speakers and listeners by delivering words, considering tone, body language, context, and audience engagement to ensure clear and meaningful communication.

Speaking is a skill that involves oral production, namely the ability to communicate effectively within a particular speech community that wants to achieve a specific goal. Nunan (2003) states that speaking includes oral production from various genres, such as reading poetry, participating in debates, engaging in class discussions, leaving messages, and daily conversation. They are all different types of speakers and involve many components, such as correct pronunciation, choosing the appropriate words, using grammatically correct construction, conveying meaning, and expressing oneself naturally and fluidly (Harris, 1969). That aims to produce sentences that are clear and understandable to the audience and are used to increase speech clarity for effectiveness. It can be concluded that speaking is a skill that involves oral production that includes a variety

of different genres that involve several components that must be considered when talking to produce sentences that are clear and easy to understand, increasing the clarity of speech for effective communication in a particular speech community.

2. The Function of Speaking

Brown & Yule (1983) divide the speaking function into two parts: speaking as interactional and speaking as transactional. Brown & Yule (1983) explain that speaking is interactional, basically an interaction that reflects role relationships, speaker identity, and level of politeness. It can be formal or casual and uses conversational conventions, using many common words and conversational flows built together. The second one is talk as transactional, which refers to delivering information in the form of meaning negotiated between the speakers to reach an agreement (Richards, 2008). Nunan, 1999) explains that transactional conversations start with obtaining something or carrying out an action that can involve giving commodities or services. Transactional talks may occur in the event of a business settlement to adjust the circumstances and inform the parties involved that they require specific information.

In addition, Richards (2008) added that the third function of speaking is to talk as a performance. He said that talk as performance refers to talks generally occurring in front of an audience, such as classroom presentations, public announcements, drama performances and speeches. Thornbury (2005) defines talk as performance, which focuses on preparing students to give real-life presentations or talks. It is the experience of standing before their friends and speaking continuously in excellent preparation. It can be concluded that there are three functions of speaking: talk as interactional, talk as transactional, and talk as performance. From the three tasks of speaking explained, speaking is an integral part of social life where

everyone can express their arguments with specific aims and objectives.

3. Types of Speaking

Brown (2001) mentions that there are six categories of classroom speaking performance that students can engage in including imitative, intensive, responsive, transactional, interpersonal, and extensive.

a. Imitative

Imitative speaking is to enhance vocal tone and intonation. Speaking in this way is meant to acquire a linguistic structure regardless of understanding or expression of meaning. Usually, hearing information is introduced to students through real-world media, including original speaker recordings, and they are then asked to mimic what they hear. The purpose of this exercise is to help students pronounce words correctly in a variety of contexts.

b. Intensive

Intensive speaking involves using a fixed vocabulary in a controlled setting. Students directly apply the appropriate grammatical components and imitate. In English as a Second Language (ESL) contexts, this kind of speaking is frequently employed to assist students in honing their speaking abilities. Intensive speaking exercises usually involve the structured presentation of information, frequently through summarizing or comparing several subjects or concepts.

c. Responsive

Responsive speaking, as compared with intensive speaking, calls for participants to give open-ended answers to questions or suggestions. Students must respond concisely to queries or commands from teachers or their peers. Usually, these responses are adequate and do not lead to lengthy conversations. In English as a Second Language (ESL) contexts, this kind of speaking is

frequently employed to assist students in honing their speaking abilities.

d. Transactional

Transactional speaking involves two-way communication between individuals to achieve a specific goal. In this situation, the main focus is on efficiency in speaking and completing activities. In transactional speaking, one often provides information or completes a task, such as ordering at a restaurant or asking for directions. Through these exercises, students can improve their ability to communicate more effectively in various contexts, particularly those that require a direct and focused approach.

e. Interpersonal

Interpersonal speaking is a type of speaking activity in which individuals communicate verbally and nonverbally in both directions to convey meaning, information, and sentiments. This way of speaking aims to maintain social bonds rather than transmit data and facts. As a result, practicing interpersonal speaking is common for improving relationships and interpersonal skills.

f. Extensive

Extensive speaking refers to a type of public speaking in which speakers present a monologue that often requires thorough preparation. This speaking style is commonly used in English as a Second Language (ESL) settings to aid students in developing their speaking skills. It can take various forms, such as storytelling, oral presentations, and speeches. These activities aim to help students enhance their communication skills in different situations, particularly those that require a deliberate and organized approach.

Based on the explanation above, the use of this speaking type category can be customized according to the level and ability of the student and can be used in a variety of contexts, such as language classes, public speaking events, or professional presentation.

4. Component of Speaking

To create effective communication in a speech community and convey ideas clearly and coherently, several essential components need to be mastered in learning to speak. According to Harris (1969), five components must be considered in speaking skills to improve quality of delivering information:

- a. *Vocabulary* are the words that a person uses when speaking.
- b. Grammar as rules of using a language
- c. Pronunciation is the sound of a word
- d. Fluency is the quality of being able to speak a language
- e. Comprehension is the ability to understand something.

Based on the explanation above, the speaker must consider the five speaking components to communicate with others and make it easier for them to convey information.

B. Teaching Strategy

1. Definitions of Teaching Strategy

Teaching is the process or activity of providing knowledge, skills, or views to others through various learning methods and strategies. Westwood (2008) defines teaching as providing knowledge or skills by providing instructions, which can be interpreted as providing knowledge and information to other people using systematic methods. So, teaching is delivering knowledge, skills, or views through various learning methods and strategies involving presenting and explaining new practices and experiences to students.

Meanwhile, strategies are techniques that students use to utilize learning principles to create successful learning. According to Brown (2000), strategy is several ways arranged sequentially to solve a problem or specific task, a way of operating to achieve certain goals, and a planned design to control and manipulate certain information. Students use strategies to create successful learning, utilizing learning

principles and a plan to solve problems, achieve goals, and control information.

Based on the concept above, it can be concluded that a teaching strategy is a teacher's plan for delivering knowledge and skills to students through various methods and strategies involving students' presentations, problem-solving, goal achievement, and information control. Preparing teaching strategies aims to create a learning process by the learning objectives (Sari & Fanani, 2021). Therefore, to create a learning process that is by the expected learning objectives, teaching strategies must be prepared to make it easier for students to receive the knowledge and skills conveyed by the teacher through several methods such as presentations, problem-solving, achieving goals, and controlling information.

It was explained that teaching strategies refer to teachers' various methods and techniques to engage students effectively, manage the class, and facilitate learning. Here are some effective teaching strategies by Hegwood, (2024) include:

- a. Class management strategy: The teacher must provide an example of ideal behavior by explaining instructions or material clearly and using correct behavior.
- b. Behavior management: Set clear expectations and consequences for student behavior, and enforce them consistently.
- c. Blended learning: Combines traditional classroom instruction with online resources and activities to increase student engagement and learning.
- d. Cooperative learning: Organize students into small groups to work together on projects or assignments, encouraging collaboration and teamwork.
- e. Culturally responsive teaching: Adapting teaching methods and materials to meet the needs of diverse student populations, respecting their cultural backgrounds and experiences.

These strategies aim to create a positive learning environment, encourage student engagement, and support students in achieving their academic goals.

2. Teaching speaking

Brown & Yule (1983) state that teaching speaking refers to the process of instructing students to communicate effectively using a second language. That involves delivering language components to students, such as learning lessons, learning grammatical rules, producing speech sounds, organizing thoughts, using appropriate intonation, and choosing the right words before speaking. Moreover, it includes the ability to communicate fluently and confidently. To achieve this, teachers can use several strategies to provide students with active involvement in speaking. With the hope that they will eventually apply all of these components together when speaking.

According to Nunan (2003), teaching speaking in a teacher-dominated class is a type of unequal learning. He explained three measures of the effectiveness of language learning, namely starting from being strictly directed by the teacher so that discussions occur that are very communicative and conversations that are not under the teacher's control. That means the teacher has the authority to determine topics, share directions, provide feedback, and ask most questions, and the students dominate the learning activities. In this case, teachers need to plan class activities by forming small groups or pairs so that students can practice conversation skills without the teacher dominating the class.

3. The Principle of Teaching Speaking

The strategies aim to make students more active in learning, create a more positive learning environment, and increase students' motivation. By using a variety of techniques and activities, teachers can teach students with different abilities and backgrounds, which can ultimately improve their speaking skills and self-confidence. Here are

some of the principles of teaching speaking by Brown (2001) what teachers need in designing teaching strategies to help students learn speaking skills:

- a. Use techniques that students need. Ranging from a language-based focus on accuracy to a message-based focus on interaction, meaning, and fluency. Teachers can design game strategies to help students understand lessons
- b. Provide intrinsic motivation in a way that does not overexcite students but helps them see the benefits of the activities they are doing.

To provide intrinsic motivation for students in the classroom, teachers must follow strategies such as fostering mastery, encouraging autonomy, promoting purposes, offering constructive feedback, using positive reinforcement, encouraging collaboration, employing technology, providing flexibility, cultivating a growth mindset, and sharing teacher enthusiasm.

- c. Encourage the using of authentic language in meaningful contexts.

Authentic language refers to the communication of real messages compared to practices and artificial exercises, and it is essential to make most communication in the classroom as efficient as possible to encourage students to see the target language as a means of communication. This approach enhances adequate understanding, retention, and communication by enabling students to infer the meaning of unfamiliar words from context, reflecting how native speakers naturally interpret meaning.

- d. Provide appropriate feedback and correction to help students improve.

To provide feedback that motivates students to improve, consider the following best practice such as; be specific and constructive, use positives reinforcement, encourage self-reflection, provide

timely feedback, involve students in the process, use personalized feedback and foster a positive learning environment.

- e. Leverage the natural connection between speaking and listening by use the rule 80/20 rule. Its mean, teacher encourage students to listen and be curious 80% of the time and speak 20% of the time. Because basically language creation initially begins with listening comprehension. This can help students become more attentive listeners and develop the habit of asking thoughtful question.
- f. It allows students to start oral communication by directing them to ask questions and identify discussion topics. These strategies can encourage open-ended questions and require students to think critically and develop their questions. Students can choose topics that interest them and prepare presentations or pint discussions for class. Teachers can use ice-breaking activities to encourage students to interact with others and share their ideas. Teachers can also use effective communication models by actively listening, asking thought questions, and giving constructive feedback to students.
- g. Encourage the development strategies such as asking for clarification (what?), asking someone to repeat something (huh? Excuse me?), using fillers to get something (uh, I mean, okay), using conversation-sustaining gestures (right, yeah, okay, hm, uh huh), getting someone's attention (hey, say, so), using paraphrases for structures that cannot be produced, asking for help, using expressions to convey meaning

Meanwhile, Nunan (1999) explains that Tsui and his teacher formulated six strategies for overcoming anxiety and reluctance to speak:

- a. The first strategy is to extend the time between asking a question and appointing someone to answer. However, this strategy has limits because one of the teachers finds that when he waits two

minutes for a student to respond, the extended waiting time is embarrassing to the student asked to respond and encourages him to stop volunteering in the future.

- b. The second strategy is to improve questioning techniques by using open questions to enhance their critical thinking skills, encourage collaborative interrogation by using group activities to create a variety of qualitative questions and promote dialogue among students, and practice active listening by paying attention to students' answers and adapting teacher questions techniques based on their feedback.
- c. Another strategy is that teachers try to receive a variety of answers from students by encouraging them to share their thoughts and ideas, listening to them actively, using open questions, evaluating all answers, allowing students to expand their responses, using technology to support student learning, encouraging peer-to-peer learning, being open to learning from students, promoting growth thinking, and also reviewing and thinking about teacher practices.
- d. The fourth strategy is to allow students to test their responses in small groups or pairs before being asked to speak in front of the whole classroom. In this strategy, teachers can use thinking activities by asking students to think about questions or problems individually, discuss their thoughts with partners, and eventually share their ideas in the front of classrooms. In addition, the teacher can use small group discussions and peer reviews by students to exchange work with their partners, use role-playing activities, encourage students to reflect on their responses and consider how they can improve, and encourage student participation and appreciation of all students' ideas.
- e. Another almost equally effective strategy is to focus on content rather than form by using a variety of teaching methods,

encourage critical thinking, focus on student understanding, link content to student real-life situations and experiences, and stimulate collaboration to create opportunities for students to collaborate and learn from each other, provide constructive feedback, and emphasize the importance of content knowledge by understanding the content that teachers give relevance to students achieving goals. This strategy can decrease anxiety, especially among lower students, probably because they are not prevented from making mistakes.

- f. The last factor the teacher identifies is building a good relationship with the students. In this strategy, teachers can learn student names, greet students at the door by creating a positive first impression of the lesson, communicate with students in random conversations about their interests, share personal stories, give positive reinforcements, attend class events, create a safe and inclusive environment, show pleasure and pleasure, act responsively and respectfully, encourage student participation, give students time to think before answering questions to show confidence in their abilities, and regularly check to evaluate the emotional and academic well-being of students.

Based on the explanation above, teaching speaking skills to students is not easy. Teachers have to pay attention to many things when designing teaching strategies in speech. Tsui concluded from his research that the key to encouraging students to communicate is to create a low-anxiety classroom atmosphere. Therefore, teachers need to design strategies that match the characteristics of students to make learning accessible, understandable, and meaningful.

C. Anxiety

1. Definitions of Anxiety

Anxiety is a response that a person experiences to feelings of worry or stress. Horwitz et al. (1986) describe anxiety as a feeling of worry, fear, nervousness, and worry associated with excessive stimulation of the autonomic nervous system. These emotions often arise from anticipating future events, situations, or outcomes. Another opinion from Taylor & Arnow (1988), anxiety is a universal emotion that everyone who experiences it from time to time in its most extreme form will give rise to fear of something that will happen. Wolman & Stricker (1994) state that someone who experiences an anxious condition will often be irritable, angry, and hateful, directed at other people, but mostly at themselves.

2. The Types of Anxiety

According to MacIntyre & Gardner (1991), there are three main types of anxiety, the most common of which are trait anxiety, state anxiety, and situation-specific anxiety. According to Dörnyei (2005), trait anxiety is a stable and chronic anxiety pattern that a person has all the time and is not related to a particular situation or specific event. Meanwhile, the second type of anxiety is state anxiety, which is temporary anxiety that appears in certain situations and is likely to decrease after the situation passes (Dörnyei, 2005). Moreover, the last type of anxiety is situation-specific anxiety, where repeated feelings of anxiety will focus on specific situations or objects that consistently trigger the anxiety (Huang, 2012). From the explanation above, it can be concluded that the three most common types of anxiety are trait anxiety, state anxiety, and situation-specific anxiety. These types of anxiety provide a framework for teachers to understand the various ways in which anxiety can be experienced and learned from students.

3. Language Anxiety

Horwitz et al. (1986) state that language anxiety is a complex of self-perceptions, beliefs, feelings, and behavior related to language learning in the classroom that arises from the uniqueness of the language learning process. This statement is supported by Ellis (2015) who states that language anxiety refers to a person's worry or discomfort about speaking, communicating, or using language. And student who experience language anxiety will feel anxious in language practice. It can be concluded that language anxiety is a complex, multifaceted phenomenon that is situation-specific and can affect individuals who are not typically anxious when using a language.

4. The Factors Cause of Anxiety in Speaking

Horwitz et al. (1986) explain that anxiety in foreign language students is caused by three factors related to activities; the first is that communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Second is test anxiety, which refers to a kind of performance anxiety stemming from a fear of failure. The last is a negative evaluation, which is apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. Mouhoubi-Messadh & Khaldi (2022) added that other factors cause anxiety in speaking, such as students feeling intimidated by various situations and low abilities caused by limited vocabulary mastery, so they criticize themselves and fear the teacher. It can be concluded that the three main factors causing student anxiety in speaking are communication apprehension, test anxiety, and negative evaluation. From these three factors, a variety of anxiety will arise that can affect the speaking condition of the students.

D. Teacher Strategies to Overcome Students Speaking Anxiety

Teaching anxious students English as a foreign language is not easy. A more common problem is when students feel anxious and feel

uncomfortable to speak and participate in speaking lessons. In this situation, teachers must consider many things to handle this condition. Here are a few things that teachers should pay attention to;

1. The roles of teacher

It's not uncommon to find students who have anxiety. They tend to be afraid to do speaking practice in front of the classroom. Due to the fear that the student will speak badly, he will lose his face in front of his classmates, which makes him unconfident when practicing speaking. In this situation Harmer, (2007) explains the teacher's role in helping students handle the problem in the following way;

- a. Preparation

Preparation and practice are essential for speaking success, and students will also perform much better if they can think about what they will say and how to say it. In this case, teachers give students time to reflect on how they will speak, or maybe it means letting them practice dialogue in pairs before having to do something more general.

- b. The value of repetition

Repetition has many beneficial effects, such as students correcting what they have done before. When students repeat speech tasks they have done once (or twice), they will be more confident as they try to practice delivering a show. These repetition activities also require the role of teachers to evaluate what they have done or at least get feedback about it; their performance in the second or third rounds will be better.

- c. Big groups or small groups

Anxious students will feel uncomfortable when they have to speak in front of many people. Therefore, teachers can ensure that they can also speak and interact in smaller groups by making dialogues or discussion speech exercises.

d. Mandatory participation

In this case, the teacher ensures that the whole student is engaged in learning activities to prevent students from just sitting down and letting other students do their homework.

Harmer, (2007) also mentions three special relevance's of teachers' role in to help students speak smoothly;

a. Prompter

When students are lost and can't think of what to say, teachers can let them struggle to get out of such situations. However, they can help them by offering their advice. This can be done in a supportive way, without interrupting discussion or forcing students out of their roles. It will stop the frustration that some students feel when they find a dead end in language or ideas.

b. Participant

In the learning process, teachers can participate in discussions or play roles by making silent movements, introducing new information to help smooth activities, ensuring sustained student engagement, and generalizing a creative atmosphere. However, in such circumstances, teachers should be careful not to participate too much, thus dominating the talk and drawing.

c. Feedback provider

When students have completed an activity, teachers must let them evaluate what they have done and inform them of the relevant teacher's point of view, which is running well. In delivering feedback, teachers should carefully consider the impact of possible approaches to be delivered. Excessive feedback can inhibit and remove the student's communicative abilities from the activity. Besides, a helpful and gentle correction can also free students from complex misunderstandings and doubts. It depends on the wisdom of the teacher and the relevance of the feedback given in a particular situation.

2. Communication Language teaching

Communication Language Teaching (CLT) is an approach focused on developing students communication competence through interactive and meaningful activities. Here are six characteristics associated with CLT formulated by Brown, (2001);

a. Focus on communication

Students do not only memorize grammar rules or vocabulary, but they also engage in discussions and real-world tasks that require them to use the target language correctly. This focus is very helpful for students to learn to use English in everyday situations.

b. Functional language use

This approach enhances students understanding of the context and purpose of using the target language. students are trained to perform various communication tasks such as requesting information, expressing opinions, or giving suggestion.

c. Task-based activities

CLT lessons focus on tasks that simulate real-world situations, encouraging interaction among students. These tasks can include problem-solving activities, group discussions, and role-playing. With this activity, it can help students improve their fluency and practice using the language in context.

d. Collaborative learning

Students not only improve their speaking skills, but this interaction also encourages meaning negotiation and peer learning. From groups or pair work activities, it allows students to learn from each other experiences and perspectives.

e. Student-centered learning

In CLT, learners actively participate in their own education. Instead of being traditional teachers, educators act as facilitators and guide students to take responsibility for their own learning

process. This student-centered method helps students become more independent and encourages them to actively participate in the material.

f. Development of communicative competence

The main goal of CLT is to improve students communication skills included linguistic and sociolinguistic skills, discourse, and strategic skills. This holistic development enables students to communicate well in various social context.

These interrelated characteristics work together to create an engaging and effective learning environment. The teacher prepares students to communicate directly in the target language.

3. Classroom Activity

Before teaching activities, teachers also need to prepare class activities as one of the strategies to create a pleasant class atmosphere that can reduce students' anxiety about speaking. Here are class activities that can help students during the learning process, as expressed by Harmer (2007);

a. Acting from a script

Teachers can ask students to play a drama scene and record the results. Usually, in this activity, students will play a dialogue based on a script they wrote themselves and act according to that set in the dialogue script. Teachers need to figure out the right supportive atmosphere in the classroom and give the students time to train their dialogue before they are asked to show it. If we can give students time to work on their dialogue, they will gain more benefit from the overall experience.

b. Communication games

Communication games aim to make students speak quickly and surf quickly. One of the activities of communication games is an information gap, where students have to talk to their friends to solve puzzles, draw (describe and picture), arrange everything in

the right order (description and order), or find similarities and differences between images.

c. Discussion

Discussion is an activity that aims to produce a conclusion, share ideas about an event, or find a solution. Harmer (2007) explains, in discussion activities, teachers can place students in small groups and share discussion topics. In this group, the teacher gives enough time to students to prepare different arguments. When the discussion takes place, students record statements again to express their group's opinions, and when they discuss them in front of the class, the teacher can help them by suggesting several activities or input to create discussion activities.

d. Prepared talks

Prepared talks are one of favorite activities, where students create presentations on chosen topics. In this activity, teachers should allocate time for students to prepare their speeches and later give them the chance to rehearse their presentations. Moreover, the teacher can assign tasks to the other students while listening to the presenting student. These tasks could include asking advanced questions. The aim is for the presentation to necessitate active listening and speaking.

e. Questionnaires

A pre-planned activity, the questionnaire ensures that both respondents have something to convey to each other. Students can design questionnaires on any relevant topic; when they do, teachers act as a resource, assisting them in the design process. The results obtained from the questionnaire then serve as the basis for written work, discussion, or a prepared discussion.

f. Simulation and roleplay

According to Ur (1991), in simulation activities students will talk and react like themselves, but the group roles, situations and

tasks given to them are just imaginary. He also explains about role playing as a speaking activity where students will put themselves in someone else position or when students remain in their position but place themselves in an imaginary situation. And also Harmer (2007) explain that simulation and role play can be used to encourage general oral fluency or to terrain students for specific situations, especially where they are studying English for specific purposes. When are doing simulation and role play, they need to know exactly what the situation is? And they need to be given enough information about the background for them to function properly. Of course, the teachers can allow them to be as creative as possible, but if they have almost no information, they may find this very difficult do.

E. Review of Relevant Studies

Researchers used several previous studies as references in making this research. Many previous studies have discussed teacher strategies to overcome students' speaking anxiety. To highlight the novelty of this research, several previous studies were examined to identify differences between previous studies and this research.

The first study conducted by Rahmi, (2023) entitled “Strategies to Overcome Students’ Anxiety in Speaking Class: An Investigation in Online and Offline learning System,” the researcher explored the strategies used by English language education students at university to alleviate anxiety when speaking in public, both online and offline. The study found; students more anxious when speaking in public than online classes. Students reported using preparation as strategy to cope their anxiety when speaking online. However, in offline classroom students prepare more mentally to overcome their fear of speaking. This previous study and this research have differences namely the subjects studied.

The second study by Irmayani et al., (2022) titled "Teachers' Strategies in Overcoming Students' Anxiety in Speaking English" aimed to

discover the strategies used by teachers to overcome students' speaking anxiety based on the perceptions of students at SMAN 1 Gowa. Using a qualitative descriptive method, explained about three strategies used by the teacher as playing games, question and answer sessions, and guessing games to overcome students' speaking anxiety. And students in this study agreed with the strategies used by the teacher. This previous study and this research have differences, namely the students level at school.

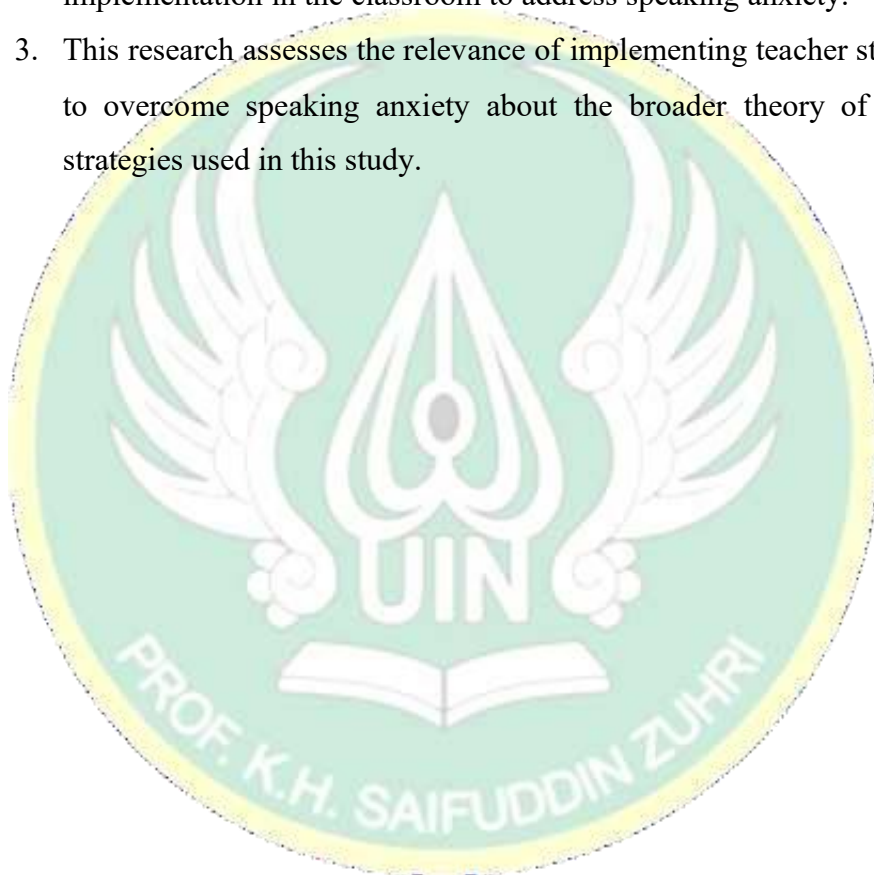
The third study conducted by Wantassen, (2022). The research, titled "Teacher Strategies in Overcoming Students' Anxiety in Speaking English at Madrasah Aliyah Muhammadiyah Belang," aimed to investigate the teacher strategies for overcoming students' speaking anxiety and the impact students experienced after implementing these strategies. This previous study used qualitative methods. This previous study indicated three strategies the teachers applied: games, pair work, and using students' L1 (mixing English and the Indonesian language). The used of these strategies, students responded that they more relaxed and less anxious during speaking practice. This previous study and this research have differences regarding more analyze the implementation of teacher strategies in overcoming students' speaking anxiety.

The fourth study conducted by Sari (2021) titled "*Students' and Teachers' Strategies in Overcoming Students Anxiety in Speaking English at SMA Dharma Loka Pekanbaru.*" the aim was to explore the strategies employed by students and teachers to address anxiety related to speaking English. This study revealed that teacher and students have their own strategies and used it to overcome students speaking anxiety. This previous study and this research have differenced more focus on similar strategies used in the classroom by observe seventh-grade Junior High School students, and examine the implementation of teacher strategies in the classroom to overcome speaking anxiety.

Based on a summary of previous studies, the conclusions can be drawn regarding the similarities and differences between those studies and

this research. The similarity between previous study and this research is the discuss about teacher strategies to overcome speaking anxiety in the classroom. However, the differences between previous studies and this research are as follows:

1. This research focus on a different grade level specifically the seventh grade at junior high school.
2. This research identifies teacher strategies and explore their implementation in the classroom to address speaking anxiety.
3. This research assesses the relevance of implementing teacher strategies to overcome speaking anxiety about the broader theory of teacher strategies used in this study.



CHAPTER III

RESEARCH METHOD

A. Research Design

The research aimed to find out the kinds of teacher strategies and explore the implementation teacher strategies to overcome speaking anxiety at Junior high school Ma'arif NU 01 Purwokerto. Field research with a qualitative paradigm, involving direct visits to Junior High school Ma'arif NU 01 Purwokerto is the method used for this research. This method used to gather information about the kinds and the implementation of teacher strategies to overcome speaking anxiety among seventh-grade students. This research was characterized by a qualitative description, aimed at describing how teachers implemented strategies in the classroom to overcome students speaking anxiety, from the teacher's perspective. The qualitative description employed an inductive approach to develop insights into concepts and understand data patterns, rather than collecting data to verify existing models, hypotheses, or theories (S. J. Taylor et al., 2016).

B. Research Setting and Participants

This study was conducted at Junior High School Ma'arif NU 01 Purwokerto., located on Jl. DR. Soeparno No.19, Limas Permai, Arcawinangun, East Purwokerto District, Banyumas Regency, Central Java. This school was chosen because seventh-grade of students Ma'arif NU 01 Purwokerto felt anxiety when practicing speaking in the classroom because they did not receive English lesson in elementary school. Here is what motivated researchers to describe what kinds of school teacher strategies were used to overcome students speaking anxiety. This research has been done from 19th August 2024 to 17th September 2024, including observation of classroom activities, interviews with English teachers, and interview with five students from seventh grade at Junior High School Ma'arif NU 01 Purwokerto.

C. The Object and Subject of The Research

To further investigate the issues at SMP Ma'arif NU 01 Purwokerto, here are the objects and subjects observed during the research;

1. Subject of the research

- a. English teacher of seventh grade at Junior High School Ma'arif NU 01 Purwokerto.
- b. Thirty-two of students seventh grade at Junior High School Ma'arif NU 01 Purwokerto.

2. Object of the Research

The strategies and implementation these strategies used by teacher to overcome students speaking anxiety are the main object to be studied.

D. The Techniques of Data Collection

1. Interview

The interview technique used in the research was a semi-structured interview. According to Wilkinson & Birmingham (2003), a series of crucial questions were determined in a semi-structured interview to direct the interview in more detail and support observation activities. A structured interview was conducted with an English teacher and five students for grade seventh at Junior High School Ma'arif NU 01 Purwokerto. A seventh grade English teacher was the main informant in obtaining data. Some of the questions asked during an interview with an English teacher were related about teacher's strategy to overcome speaking anxiety in the seventh grade.

Moreover, interviews with five students form seventh grade conducted as a student reaction to respond learning activity by the teacher during the class. Students interview were conducted after observed the learning process in the classroom. So, the data obtained from teacher interviews include the strategies prepared by teachers before teaching in class to overcome student speaking anxiety. And

the data obtained from students include their reactions about implementation of teacher strategies during learning process. Therefore, interviews with English teacher and students of seventh grade at Ma'arif NU 01 Purwokerto High School were conducted as many times as possible to obtain the required data.

2. Observation

Non-participant observation uses in this research to see how teachers apply several strategies in the English class to reduce students' speaking anxiety. And the basic theory for classroom observation is adapted from David Nunan's theory. Bryman (2012) stated, an observer who observes activities in a social environment but doesn't participate in them is called non-participatory observation. This observation activity focused on how teacher address their students' speaking anxiety in the classroom

The classroom observed started from 19th August 2024, 29th August 2024, and 17th September 2024 to gather the necessary information. Considering this topic, data was collected through observation sheets and field notes. The use of teacher strategies to overcome students speaking anxiety was observed. The researcher made field notes to record all condition the events that occurred in the classroom. After observation was completed, the researcher interviewed the students who get the questions from teacher. This is done to find out how students reaction when instructed to speak English with the teacher.

3. Documentation

This research used documentation techniques to get complete and valid data. Haryoko et al. (2020) explained that to understand the accuracy of information, documentation was needed to show the researcher's activities, which were the source of the information or facts obtained. Based on the explanation above, documentation that was collected in this research could be in the form of a learning

materials, lesson plan, photograph and interview record. These documents were used to support the primary data.

E. The Techniques of Data Analysis

This study used Miles et al. (2014) technique to analyze data such as data reduction, data display and drawing conclusion.

1. Data reduction

Data reduction is the process by selecting, focusing, simplifying, or modifying data obtained from field notes, interview results and the documentation. In this process, the data obtained is categorized according to needs. The most relevant data is selected and used to support the research, because not all data found is important, so the researcher has filtered information that is not important from the findings of observations and interviews. And the data obtained would be categorized according to needs.

2. Data display

After the data was categorized and relevant to the research, the next process was data display. Miles et al., (2014) argued that data display was structured information that could be used to conclude. Structured data helped researchers understand what was happening and analyze further based on their understanding before concluding. Therefore, the data presented in the research was in the form of table columns and sub chapters accompanied by a narrative. This was because the data could be read and understood to reach the correct conclusion.

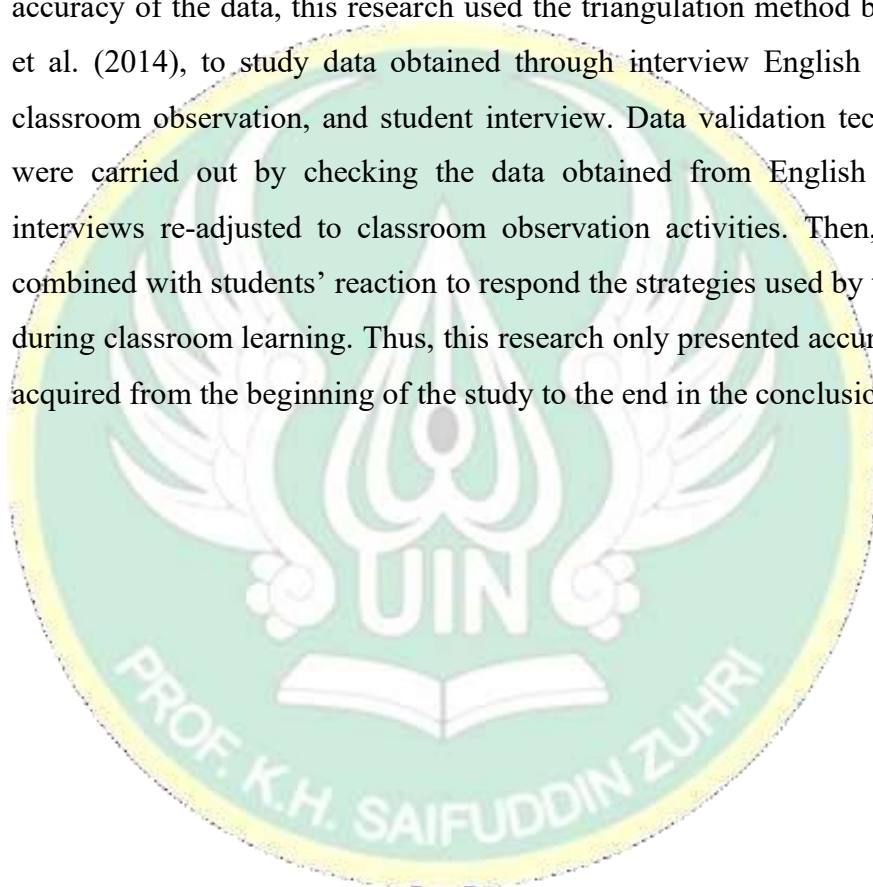
3. Drawing conclusion

Concluding was the last step in analyzing research data. The conclusions contained important information about the research written in clear and uncomplicated language. Miles et al. (2014) explained that concluding was a process of understanding information based on research, themes, and structured pattern descriptions that were written in a clear, simple, and understandable manner. In this

research, the drawing conclusion technique explained a general overview of the research results related to the strategies used by teachers to overcome students' speaking anxiety and how it was implemented in the classroom.

F. Triangulation

Validation techniques in qualitative research were crucial to verifying the validity of data from sources obtained from the field. To ensure the accuracy of the data, this research used the triangulation method by Miles et al. (2014), to study data obtained through interview English teacher, classroom observation, and student interview. Data validation techniques were carried out by checking the data obtained from English teacher interviews re-adjusted to classroom observation activities. Then, it was combined with students' reaction to respond the strategies used by teachers during classroom learning. Thus, this research only presented accurate data acquired from the beginning of the study to the end in the conclusion.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Teacher Strategies to Overcome Students Speaking

The results of the teacher interviews indicate that various strategies are used in the learning activities to reduce speaking anxiety among seventh-grade students at SMP Ma'arif NU 01 Purwokerto. To determine the strategy, the teacher first conducts observations to understand the students' ability backgrounds. Azwir, (2020) explains that the purpose of observation is to help teachers determine what students need during the learning process. In an interview, the teacher stated;

“At the beginning of the meeting, I observe the students directly with the help of the guidance counselor. From here, I can understand the students' learning abilities, learning styles, and behaviors. Then I will group the students' seating arrangements based on their learning styles. Next, I will arrange the appropriate lessons for the following sessions. I do this so that it is easier to prepare the lesson plan. Because one of their obstacles is that they haven't had any English lessons before, so I have to prepare extra “

Through observation and direct interaction with students alongside the guidance counselor, teachers can determine the academic ability, learning style, behavior, and English proficiency level of seventh-grade students. This is supported by research Prasetyo et al., (2022) which states that observation is one of the important preparations for teachers to support students' learning development. Observation showed the seventh-grade students felt anxious when their teacher asks them to practice speaking. From English teacher interview;

“When I instructed students to speak for the first time, they tended to remain silent and were reluctant to talk because they were afraid of making mistakes, and some of them couldn't speak English yet.”

The teacher's opinion, that students feel anxious and do not want to speak due to English speaking lessons is supported by Chen & Chang, (2004). Language anxiety occurs when students are afraid of making

mistakes while speaking. Their knowledge of English vocabulary is still lacking, and the students become confused and silent when the teacher asks them questions. Not only that, student interviews were also conducted to understand how students react when speaking English.

Here are some student responses regarding English language learning; Interview from student 1 said;

"I feel confused if the teacher gives me a difficult question if I losing game"

Student 2 also expressed his feeling when speaking without preparation;

"Panic sister, because I can't speak English fluently"

Interview from student 3 showed

"I don't dare to speak up, to avoid being laughed at by my friends if I make a mistake"

After conducting observations, and get the students feeling about speaking English, the English teacher can develop teaching strategies according to the students' needs. In the interview, the teacher said;

"From the various reactions of the students, I applied the Communicative Language Teaching approach."

The Communicative Language Teaching method is used by teachers to enhance communication with students. Initially, the teacher designs a strategy where the teacher and students are more active in speaking when English lessons begin. In this strategy, the teacher adjusts the material being taught to the students' speaking skill levels. In this moment, teacher also connects students' experiences with the lesson material to help students contextualize their learning. Brown, (2001) said teachers can create an effective and engaging learning environment through the Communicative Language Teaching approach.

And here are some strategies used by teachers during the learning process;

1. Discussion

Discussion activities are very helpful for teachers to encourage students to speak in English. The teacher used this discussion activity with the hope that students more active than if they were asked to speak individually. As stated by Harmer, (2007) in discussion activities, students are allowed to exchange ideas and opinions with each other until reach a conclusion. During the discussion takes place, the teacher also accepts all student answers, whether correct or incorrect. Then at the end of the discussion activity, the teacher provides explanation as reinforcement so the students understood the finding of the discussion.



Figure 1. Discussion

2. Prepared talks

Prepared talks are very helpful for students before practicing speaking in front of the class. According to Harmer, (2007) students who prepared thoroughly become more confident during practice than those who speak without preparation. Starting with prepared the text, understanding the text, memorizing the text and

practicing so that students feel more ready and comfortable speaking in front of the class. in addition to prepared talks the teacher used the pair group strategy to habituate students courage speak clearly in front of the class. the prepared talks strategy not only allows students to be fully prepared before speaking in front of the class, but also ensures then they do not feel nervous due to loneliness when speaking in front of the class.



Figure 2. Prepared Talks

In addition to preparing the text before speaking practice, the teacher also uses vocabulary preparation strategies before entering the class. In this activity, the teacher uses ID Cards as a learning medium. The English teacher said, that ID card are a special tool used by teacher in English classes as a way to identify students and help them to increase their vocabulary knowledge. As shown by Mouhoubi-Messadh & Khaldi, (2022), students unfamiliarity with English vocabulary make them feel anxious and afraid to participate in class. Abrar et al., (2024) also states that students who lack vocabulary are unable to express their ideas orally and effectively. Therefore, teacher used ID Cards as a tool for memorizing vocabulary.

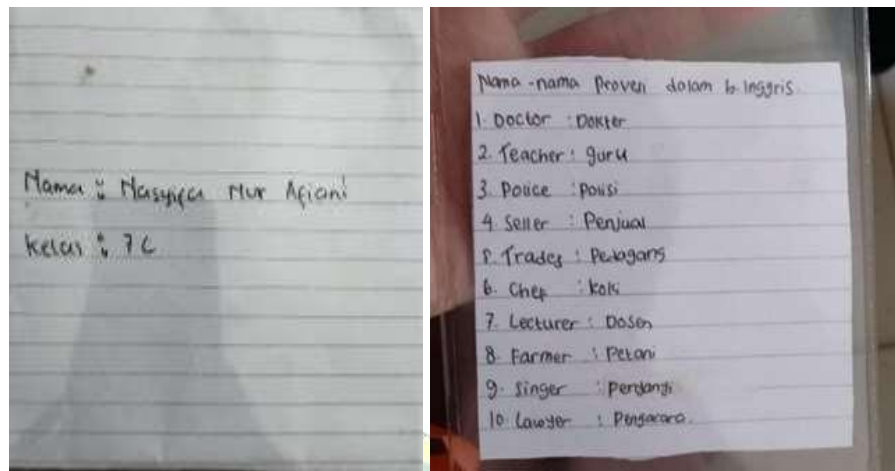


Figure 3. Identity Card

3. Communication games

During the learning process, students easily become bored because the classroom learning situation is less enjoyable. To address this condition, the teacher uses communication games to enhance students' learning motivation. Communication games encourage students become more actively involved in following the teacher's instructions and refocusing on their learning. In communication games, teachers also play games to create an enjoyable classroom atmosphere so that students do not feel bored and tired. As mentioned by Chen & Chang, (2004), communication games activities give students the opportunity to participate actively and demonstrate their target language skills.



Figure 4. Communication games

B. Implementation of Teacher Strategies to Overcome Students Speaking Anxiety

Several strategies need to be used by teachers during lessons to overcome students speaking anxiety. Supported by Brown, (2001) theory, it has become the teacher's responsibility to design the strategies needed to handle students learning abilities. Here are the teacher strategies used to overcome students speaking anxiety in seventh grade of SMP Ma'arif NU 01 Purwokerto;

1. Discussion

Discussion strategy used to handle students' responses that are more silent when asked. As explained by Ruswatie et al., (2024), To understanding a language is not enough by memorizing vocabulary and still needs habituation to speak by English language. To build the habituation, teacher used discussion activities as an opportunity for students to speak confidently. Here are the discussion activities based on classroom observations;

Aspect	Indicators	Observed Behavior	Notes
Teacher Interaction	Encouragement given, strategies used to reduce anxiety (e.g., positive reinforcement, scaffolding). <i>Dorongan yang diberikan, strategi yang digunakan untuk mengurangi kecemasan.</i>	- The teacher uses a group discussion strategy to describe self-introduction. - The teacher invites the students to discuss together because the students only want to speak when invited to discuss together. - Teachers and students use a mix of languages when expressing their opinions. - The teacher first explains an example of self-introduction from the video that was shown. - After the students introduce themselves, the teacher will open a question-and-answer session about the "introduce people" material. - The teacher always gives students the opportunity to reflect after the lesson.	- Small group discussion and presentation strategy. - mix language. - uses emoji cards for reflection after the lesson. - Positive feedback after lesson.

Figure 5. Discussion Activity

Based on classroom observation, teacher used unplanned discussion to practice "Introduction". This discussion strategy is used by the teacher to handle students who do not want to speak when

asked questions. And in the discussion activities, the teacher applies the teacher roles to make students speak smoothly by Harmer, (2007). Here the explanation of the teacher roles in discussion activities;

Table 1. Teacher Roles in using Discussion Strategy

Prompter	The teacher provides a discussion topic and accepts all variations of students' answers without interrupting or giving negative feedback while the students are speaking.
Participant	students actively participate by asking each other by questions, answering questions, and expressing their opinions related to the discussion topic
Feedback provider	Teacher provides feedback in the form of an evaluation at the end of the lesson to clarify the material that has been discussed

Based on observation table showed, the teacher directs the students to discuss with together around the topic “introducing people” to build discussion activity. The teacher allows students use mixed language to express their opinions about what is discussed when someone is introducing themselves/introducing someone else. this aims to make students easier during communication. Here is the material used by the teacher to explain the "introduction" material, which has been adjusted to the students' low English language skills.

D. Kajian Teori ITME

Self introduction / is a form of expression and articulation used by individuals to introduce themselves.

When we want to introduce ourselves to others, here are the expressions commonly used:

- Let me introduce myself ...
- I want to introduce my self
- Good morning friends, my name is ...

	Question	Answer
Asking for people's name	What is your name?	My name is Habibie Syafa Putra
Asking for people's address	Where do you live?	I live in Purwanegara
Asking for people's old	How old are you?	I am 12 years old
Asking for people's hobbies	What your Hobby?	My hobbies are playing football and playing online game

Figure 6. Material "Introduction"

In delivering the material, the teacher is more active in discussing with students about anything that is talked about when introducing oneself or introducing others. The delivery of the material using a discussion strategy aims to encourage students to speak. because in discussion activities, students are directed to learn together rather than being asked questions one by one, which can make them feel anxious when questioned. From discussion activity, the teacher hopes that students become more comfortable in expressing their opinions to their peers. From discussion activity, teacher showed that speaking is very fun when learning together.

2. Prepared Talks

The teacher uses the prepared talks strategy to reduce students' anxiety when speaking in front of the class. This strategy is used by the teacher when students enter the speaking practice. Based on classroom observations, here are the prepared talks aimed to overcome speaking anxiety;

Aspect	Indicators	Observed Behavior	Notes
Classroom Environment	Level of supportiveness, presence of anxiety-reducing elements (e.g., small group activities). <i>Tingkat dukungan adanya aktivitas pengurangan kecemasan.</i>	- The teacher provides support to students to prepare the text before speaking. - The teacher allows the students to practice before speaking. - The teacher uses the support of pair group activities so that when practicing, students do not feel embarrassed and do not feel alone in front of the class.	Pair groups for speaking in front of class

Figure 7. Prepared Talks Activity

Prepared talks strategy used after the teacher explains the material and provides examples related to the topic "Introduction". Students will be given time to prepare before the speaking practice. The prepared talks by the students are based on the questions given by the teacher as follows;

1. Lengkapi kalimat dibawah ini!

Hello, My name is.....

I am student of...

I live in.....

My hobby is / Hobbies are....

My favorite color is....

My favorite food

Nice to meet you.

2. Practice in front of class

Figure 8. "Introduction" Exercise

Based on classroom observation, the prepared talks strategy used by the teacher applies the 4 teacher roles that proposed by Harmer, (2007). Here is the explanation of roles that the teacher implements in prepared talks

Table 2. Teacher Roles in Using Prepared Talks Strategy

Preparation	Students create a text about introducing people in 5 minutes.
Repetition	The students focus on studying the text repeatedly until it's their turn to practice in front of the class.
Big groups / small group	Students are paired into groups by the teacher so that they do not feel alone during practice in front of the class and are more confident during practice in front of the class.
Mandatory participation	The teacher ensures that all students are willing to move forward after their preparations are complete.

During the implementation of the "Prepared Talks" strategy, students were helped by the preparations they made before the speaking practice. Supported by Wantassen, (2022), students become more confident when practicing speaking in front of others when the teacher divides them into several pairs. However, during the practice in front of the class, there are still some students who feel shy when speaking. It was also agreed by Nunan, (1999), that with pair group activities, students can practice and discuss with their partner before they perform in front of the class. The English teacher also said;

“When students are given pair activities, they become willing to speak, they don't feel shy.” Because they don't feel alone when performing in front of the class, with a friend they can also practice before going up”.

Besides prepared talks, the teacher also conducts prepared vocabulary before entering the class and Identity Cards are used as a special tool to prepare vocabularies. As stated by (Huda & Kusumawanti, 2024) in their research that one of the methods for learning English vocabulary mastery is by selecting various media, choosing appropriate and effective media, and making it easy for students to remember and memorize the new vocabulary given by the

teacher. And the teacher used prepared vocabularies activities aimed to handle students who still lack vocabulary knowledge. Apart from that, Id cards also use as identification tags that aimed to getting know each other. Teacher used prepared vocabularies activity by following the four-teacher role that proposed by Harmer, (2007);

Table 3. Teacher Roles in prepared vocabularies

Preparation	Teacher instructed students to prepare 10 vocabularies accordance with topic related material and memorize it before English lessons.
The value of repetition	Teacher gives students opportunity to repeat the vocabulary that they have prepared, by learn pronunciation, understand meaning, and how to make the sentences.
Big groups / small group	The teacher used pair groups to check students vocabulary understanding.
Mandatory participation	Ensure all students participated in answering questions related to the vocabularies that have been prepared at home.

With prepared vocabularies, students are helped to increase their vocabulary knowledge. Every student who has a different vocabulary, the more vocabulary the student learns that day. Fazira Oktavianti Danang et al., (2024) stated, by vocabulary strategy students can improve their pronunciation by imitating and repeating vocabulary correctly.

3. Communication Games

Communication games are a strategy used by teachers to reduce the condition of students who are reluctant to participate during lessons. The game implemented by the teacher to engage the students is called "passing marker". The rule in this game is the teacher

instructed the students to make a large circle. According to teacher instruction too, students and teacher sang a song titled “Happy Birth Day” together while passing a marker from one student to another in turn. After the song has been sung, the passing of the marker also ends. And the student who holding the marker when the song stops will be given an assignment by the teacher maybe speaking practice about "About me" or reviewing material that has been explained previously. During the game, the teacher applied six strategies for overcoming reluctance to speak formulated by Tsui and his teacher in Nunan (1999) book;

a) Building a good relationship with students

To encourage students to participate in learning, the teacher builds good interactions with the students by giving positive feedback. This is based on classroom observations during the learning process.

Aspect	Indicators	Observed behavior	Notes
Feedback	Type and tone of feedback given by the teacher, student reactions to feedback. <i>Jenis dan nada umpan balik yang diberikan guru, reaksi siswa terhadap umpan balik</i>	After answering the question correctly, the teacher gives appreciation in the form of applause and praises them with "good!, bagus!, prima!". If the answer is correct but not precise, the teacher provides another answer.	The student feels happy. Other students become motivated to try answering the teacher's questions.

Figure 9. Observation Table "Building a Good Relationship with Students"

b) Open questions to enhance their critical thinking skills

After the passing marker game ended, the teacher gives open question to the students who lost the game by asking;

"Try to tell anything about yourselves, it's free as long as it's about yourselves."

c) Extend the time between asking question and appointing someone to answer question.

Aspect	Indicators	Observed behavior	Notes
Teacher Interaction	Encouragement given, strategies used to reduce anxiety (e.g., positive reinforcement, scaffolding). <i>Dorongan yang diberikan, strategi yang digunakan untuk mengurangi kecemasan (penguatan positif, penunjang)</i>	When the teacher asks a question, the student answers even though the student gives the wrong answer. When the teacher gives an order, the students follow.	The time given by the teacher to student to think before answering the question aims to strengthen the student's confidence when answering the question. At the end of the lesson, there is a reflection with the students aimed at evaluating the teacher's teaching method. So that future learning can become better.

Figure 10. Observation Table "Extend the time between asking question and appointing someone to answer question"

Classroom observation showed, the teacher gives a minute for students to think about the answer. Because the students still feel unfamiliar with English, so they need more time to answer the teacher's question. After receiving the students' answers, the teacher does not forget to provide appreciation and evaluation so that the students understand the lesson of the day.

d) Focus on content rather than form

Based on "About Me" material, the teacher allows students to freely express their opinions about themselves with a focus on independent thinking and verbal expression.

C. Langkah kegiatan
Lakukan sesuai petunjuk berikut:

- Amati comic strips yang ada pada Buku Paket Bahasa Inggris: When English Rings Bell Kelas VII hal 30-31 dengan seksama
- Tuliskan di buku kalian masing-masing ungkapan perkenalan diri (Introduce self) Kelas VII hal 30-31

D. Penutupian

- Lengkapi kalimat dibawah ini!

Hello, My name is ____
I am student of ____
I live in ____
My hobby is / Hobbies are ____
My favorite color is ____
My favorite food is ____
Nice to meet you.

- Practice in front of class

Figure 11. "About Me" Material

e) Teachers try to receive a variety of answers from students.

When the observation was conducted, it was found that the teacher also received varied answers.

Aspect	Indicators	Observed behavior	Notes
Students Participation	Frequency of voluntary speaking, willingness to participate in discussions. <i>Ereknemi sukarela berbicara, berminat untuk ikut serta berpartisipasi dalam diskusi.</i>	- When the teacher asks a question, the student answers even though the student gives the wrong answer. - When the teacher gives an order, the students follow.	The teacher received various answers from the students. Teacher: "what is english." "berbicara"?? Students 1: "Talking" Student 2: "speaking" Teacher: "oke good! Talking is allowed, Speaking also correct"

Figure 12. Observation Table "Teachers try to receive a variety of answers from students"

Students' answers vary based on their understanding of different vocabulary. The more vocabulary students learn, the greater their understanding of new vocabulary.

- f) Allow students to test their responses in small groups or pairs before being asked to speak in front of the whole classroom.

Based on Figure 12, although the student's answer was correct, the teacher invited other students to comment on the answer given by the previous student and guided them to discuss it.

Based on classroom observations, The "passing marker" game organized by the teacher can make students participate during the lesson. This is supported by (Wantassen, 2022), easy and enjoyable games naturally make students follow the game. During the game, students appeared relaxed, not bored, actively participated, and were willing to speak to express their opinions based on students understanding. Based on students participation, the teacher also appreciates students who have speak in front of the class. As stated by (Ma'rufah, 2021), by giving appreciates students during class may foster positive relationships between educators and learners. Besides that, the English teacher also believes;

"The important is, I can encourage the students to speak up first so that they don't remain silent while others are studying"

By communication games activity with relaxed atmosphere, students feel happy, enjoy and not anxious during the learning

process. This condition is supported by Irmayani et al., (2022), with games can create a relaxed atmosphere, students can focus more on the material being taught by participating in the learning process.

C. Students Response about Teacher Strategies to Overcome speaking anxiety

To understand how students perceive the strategies used by teachers to reduce students' speaking anxiety, interviews were conducted with several seventh-grade students at SMP Ma'arif NU 01 Purwokerto.

1. Increasing self-confidence

Regarding self-confidence, students must have mature self-confidence before speaking in front of the class. This can help him to speak comfortably in front of his friends. To boost students' confidence, of course, the teacher must prepare appropriate strategies. After the teacher implemented the prepared talks and prepared vocabularies strategy, some students shared their opinions. As Student 3 said;

“The reason I like learning vocabulary is because I feel anxious if suddenly teacher asks me a question and I don't know the answer in English.”

Student 3 express, by preparing vocabulary is very helpful to improve vocabulary knowledge. This activity helps Student 3 overcome their speaking anxiety due to a lack of vocabulary knowledge. This situation is supported by Abrar et al., (2024) the more vocabulary students learn, the more confident they become in speaking because they already know the vocabulary that should be used when speaking in a foreign language. Except that, student 6 also shared their opinion about prepared talks;

“I was nervous, sis, when I stood in front because my classmates were watching. But teacher didn't get angry, he gave me

motivation, then my friend looked for me, so when I spoke in front, I could talk casually with my friend.”

Based on student 6, he feels nervous when standing in front of the class to speak. because of his nervousness, he spoke in a quieter voice, so the other students couldn't hear him. In this condition, prepared talks are very helpful for students to practice their speaking skills first before going in front of the class. not only prepared talks, motivation is also given so that students do not feel afraid when speaking. This teacher's action is supported by Purwaningsih et al., (2020) that students need a teacher who can help them achieve their goals, such as correct pronunciation and increased confidence. Besides that, student 5 also commented;

“Before practice in front of the class, the teacher chooses one of my friend to accompany me and I feel not alone. If I make a mistake while speaking, my friend will correct me and he not ignore me when my grammar is wrong.”

This proves that the prepared speaking strategies are not enough to reduce anxiety for student 5. The implementation of the pair group strategy by assigning one student to accompany student 6 while speaking can help the student appear more relaxed when speaking in front of the class. As (Arroyan & Wijayanti, 2024) said, speaking with strangers also encourages more confidence because they don't care much about grammar.

2. Improving students English speaking skills

To improve students' English-speaking skills, teachers should encourage students to practice speaking English frequently. With a lot of practice, students will identify their weaknesses and gradually improve them until they become proficient in speaking English, as student 5 said about prepared talks strategy used by the teacher to reduce their speaking anxiety;

“What made me anxious was when the teacher assigned a speaking practice in front of the class, it was really nerve-racking, ma'am. But teacher gave us time to prepare. We were asked to write a text first and practice before performing in front. So, in practice we just speak what we had prepared beforehand. If we forget in front, teacher doesn't get angry, but he teaches us, tells us, and then gives us applause as praise.”

Student 5 state that the prepared talks strategy can help overcome their fear when practicing in front of the class. the teacher gives students time to prepare before practicing speaking in front by preparing the text, understanding the text, memorizing the text, and practicing speaking, Student 5 feels ready to speak in front. Supported by Strangert & Gustafson, (2008), to have a good speaking skill, students must be able to control their anxiety. Feedback also provided by the teacher so that students feel comfortable when practicing speaking in front of the class

Not only that, Often, students feel embarrassed to show their abilities in front of their friends. The implementation of pair groups greatly helps students feel comfortable when practicing speaking in a new language. As student 3 said;

“The strategy that helped me while learning English was prepared vocabulary at home. In class, we were taught how to pronounce it correctly, asked to make sentences, and then tested one by one by teacher, sometimes also tested by a classmate. With classmates I feel more enjoy to speak”

This shows that what students need is not only preparation strategies, but also study partners are very necessary to increase students' willingness to speak. by speaking with peers, students will reduce their nervousness when learning a new language. as stated by Kizi, (2024) lessons were conducted in a way that encourages to speak and interact with other students. And some assistance and feedback also provided by the teacher so that students feel comfortable when practicing speaking in front of the class.

3. Building interesting on learning English

To reducing students' anxiety, the teacher determines teaching strategies to increase students' interest in learning English. One of them is by using the communication games strategy. Some students provided their feedback regarding the communication games strategy implemented by the teacher in the classroom. Student 4 said;

“Strategies that can help me not feel scared while learning when the teacher invites us to play the game. Usually, the teacher organizes a large circle game, throws objects while singing songs, and vocabulary guessing games are also fun. So, while playing, it doesn't make us nervous, but if we suddenly lose, we get nervous again because we will definitely be asked.”

The statement from students 4 above is in accordance with the research conducted by (Munisa et al., 2024) where the purpose of the game activity is to strengthen students' memory, enhance their mental capacity, speed, intelligence, easily remember new words, and most importantly, organize lessons in a meaningful way. In addition, Student 2 and Student 1 also added;

Students 2;

“With Game strategy, we don't get bored studying all the time.”

Student 1;

“I like communication games. When playing games, we don't feel nervous. But if suddenly asked by the teacher, I'm afraid of giving the wrong answer.”

Based on students 2 and students 1 responses, it can be said, Communication games can be very enjoyable for students who feel bored or anxious while studying. Although losing in the game might make students nervous because the teacher will ask them questions, communication games can help students concentrate on their lessons

and participate more actively in class. The use of this strategy supported by Irmayani et al., (2022) students more active and enthusiastic in the learning English learning process. Classroom observations also revealed that the games played made the classroom atmosphere enjoyable. The teacher used games to show students that learning English is not as daunting as they imagined.

4. Improving the ability to express ideas

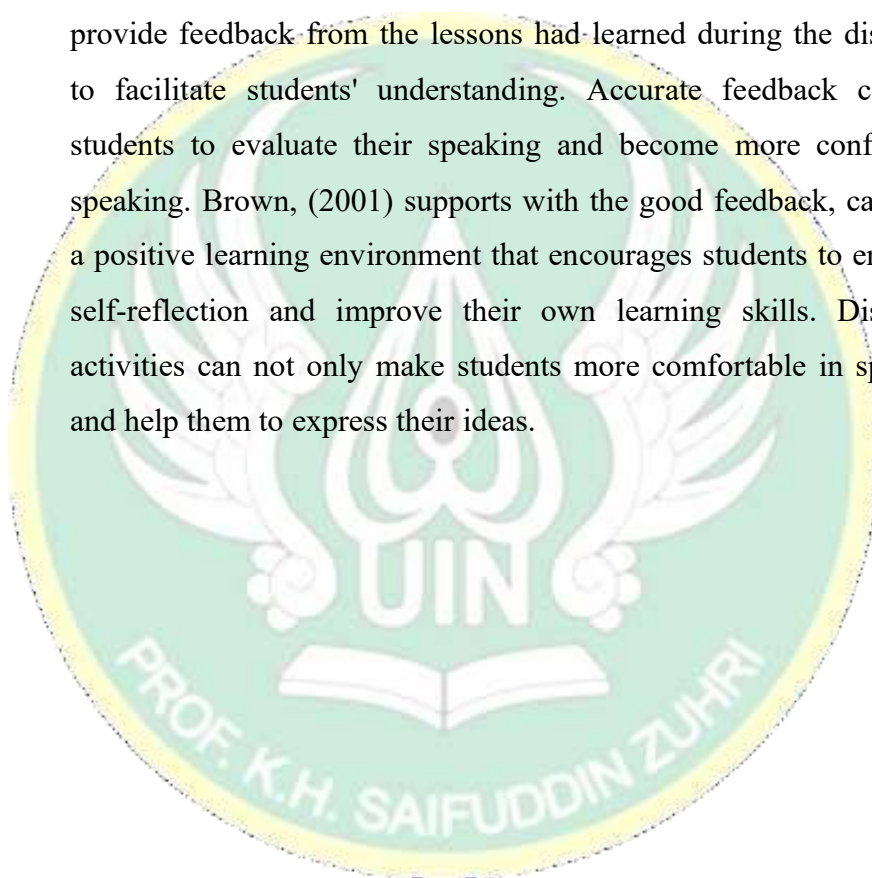
In learning, of course there are sessions where students must express their opinions regarding the material being taught. To improve students' ability to express their opinions, teachers must always encourage them to speak up. However, when students express their opinions, they often feel embarrassed when speaking. This happens because students are afraid of the teacher's judgment and embarrassed to be laughed at by their classmates. In this situation the teacher uses discussion strategies to addressing speaking anxiety, which manifests as their reluctance to speak when asked by the teacher. Student 2 gives his opinion;

“I like the discussion activities, because sometimes in groups there are smart people and we can learn together. The teacher also allows us to use Indonesian. But after that, we were told the English translation by teacher.”

As mentioned by Student 2, during the discussion session, students who do not understand the material discussed in class are given tutoring by students with a higher level of understanding so that they do not feel alone. In addition, the teacher allows students to express their opinions in a language they understand. According to Fachrurrozy, (2024) the lack of vocabulary mastery is one of the factors that causes students to have low English proficiency, so they use Indonesian to communicate. However, the teacher does not forget to translate that language into English. Except that, student 3 also commented,

“I like the discussion activities, because they are really helpful when I don't understand the lessons. Teacher encourages us to think together. So here we are free to speak, and if we have a wrong opinion, teacher never gets angry. Teacher explains again until we understand.”

Student 3 said that the teacher never gave negative feedback during the discussion and made more confident in answering questions. And after the discussion was over, the teacher would provide feedback from the lessons had learned during the discussion to facilitate students' understanding. Accurate feedback can help students to evaluate their speaking and become more confident in speaking. Brown, (2001) supports with the good feedback, can create a positive learning environment that encourages students to engage in self-reflection and improve their own learning skills. Discussion activities can not only make students more comfortable in speaking, and help them to express their ideas.



CHAPTER V

CONCLUSION AND SUGESTIONS

This chapter contains a summary of the research on teacher strategies to overcome students speaking anxiety of seventh grade at Junior High School Ma'arif NU 01 Purwokerto. The conclusion of this research is drawn based on the findings and discussions obtained from the answer research question. Besides the summary of the research, this chapter also present several suggestions.

A. Conclusion

Based on classroom observations and interviews conducted with teachers and students from seventh grade at Junior High School Ma'arif NU 01 Purwokerto, many students feel anxious during English lessons. And one of the main factors is that the students did not receive English language education in elementary school, which greatly affects them when facing English lessons now. Based on the anxiety experienced by the students, the teacher designing strategies according to the students' needs. The strategies used include the Communication Language Teaching approach, which encourages engagement through the use of discussion activity, prepared talks and communication games. These strategies aim to create a supportive learning environment that encourages students to express themselves without experiencing anxiety when making mistakes while learning.

With the implementation of teacher strategies that align with existing theories and by reviewing the students' English proficiency, the use of discussion activities, prepared talks and communication games can reduce speaking anxiety. Some positive response received from the seventh-grade students. Some students reported that they felt more confident, more interesting and can improve their ability to express ideas on learning when participating in discussions and games. Moreover, with prepared talks strategies can improving students English speaking skills by

preparing more before practice. The use of identity cards can help improve vocabulary knowledge, and paired activities are an effective strategy to enhance student participation and comfort during oral practice.

B. Limitation of this Study

1. The limitation in this study is that the students' anxiety was not examined by all the students present. Because the focus of this research is on the strategies used by teachers to overcome speaking anxiety, the identification of students anxiety was not conducted with all seventh-grade students at SMP Ma'arif NU 01 Purwokerto. To investigate the types of student anxiety, interviews were only conducted with a few students who came to the front of the class and felt anxious when instructed by the teacher to speak.
2. This research has limitations; it does not provide other learning strategy recommendations to English teachers to overcome the speaking anxiety of seventh-grade students. This study only explores the strategies that have been used by teachers during speaking practice in the English class and how they are implemented in the classroom to overcome the speaking anxiety of seventh-grade students at Ma'arif NU 01 Purwokerto Junior High School.

C. Suggestion

Based on the findings of the research, this research provided several suggestions related to the teacher strategies to overcome students speaking anxiety in learning English. The suggestion is given for perspective teachers, students, and the other researcher.

1. For teacher

Not all seventh graders have received English language knowledge in the previous level. The lack of English knowledge results in students feeling scared and anxious when learning English in seventh grade. This causes English teachers to have to provide extra teaching to students, especially in seventh grade. From this research, it

shows that when dealing with anxious students, teachers cannot rely solely on the prepared activities. There are several strategies proposed by experts that can reduce student anxiety and improve students' English language skills.

2. For students

For students who have not yet had English lessons, don't be discouraged when you first start learning English. Learning English is very enjoyable if the atmosphere created in the classroom is also very enjoyable. There are several strategies that can help students start learning English. Of course, mastering a language takes a considerable amount of time. As long as students have the will and desire to learn, English will be easy to learn.

3. For another researcher

For other researchers, it is hoped that they can further explore other strategies used by teachers to address students' speaking anxiety. Because based on the findings observed in this study, there are still some students who continue to feel anxious when speaking English even after the teacher has implemented their strategies to help the students.

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APPENDICES

Appendix 1. Official Letter of Preliminary Observation



LEMBAGA PENDIDIKAN MA'ARIF NU PCNU KAB. BANYUMAS
SMP MA'ARIF NU 1 PURWOKERTO

Alamat: Jl. Dr. Soeparno No. 19 Purwokerto Telp: (0281) 634502
Email: SMPmaarifnuatupurwokerto@gmail.com website: <http://SMPmaarifnu1psa.sch.id>

SURAT KETERANGAN

Nomor : 072/ LPM/33.23/SMP.Mrf.1/A/IV/2025

Yang bertanda tangan dibawah ini kepala SMP Ma'arif NU 1 Purwokerto;

Nama : T A R S O, S.Pd.
NIP : ----
Jabatan : Kepala SMP Ma'arif NU 1 Purwokerto.

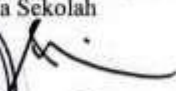
Menerangkan Bahwa

Nama : Shabrina Amelita
NIM : 1917404079
Prodi : Tardis Bahasa Inggris / UIN Prof.KH. Saifuddin Zuhri
Semester : XII (dua belas)

Telah mengadakan Penelitian di SMP Ma'arif NU 1 Purwokerto Tahun Ajaran 2024/2025

1. Obyek : Siswa Kelas VII dan Guru Bahasa Inggris
(Teacher strategies to overcome speaking anxiety of the seventh grade at junior high school Ma'arif NU 01 Purwokerto)
2. Tempat/lokasi : SMP Ma'arif NU 1 Purwokerto
3. Tanggal Pelaksanaan : 19 Agustus 2024 – 17 September 2024

Demikian surat keterangan ini dibuat, agar menjadi periksa dan dapat digunakan seperlunya.

Purwokerto, 14 April 2025
Kepala Sekolah

T A R S O, S. Pd.
NIP. ----



Appendix 2. Research Instrument

Observation Table

Teacher :
Observer :
Class :
Material :
Date Observation :

Aspect	Indicators	Observed Behavior	Notes
Student Participation	Frequency of voluntary speaking, willingness to participate in discussions. <i>Frekuensi sukarela berbicara. kesediaan siswa untuk berpartisipasi dalam diskusi.</i>		
Teacher Interaction	Encouragement given, strategies used to reduce anxiety (e.g., positive reinforcement, scaffolding). <i>Dorongan yang diberikan, strategi yang digunakan untuk mengurangi kecemasan.</i>		
Classroom Environment	Level of supportiveness, presence of anxiety-reducing elements (e.g., small group activities). <i>Tingkat dukungan, adanya aktivitas pengurangan kecemasan</i>		
Student Behavior	Signs of anxiety (e.g., fidgeting, avoiding eye contact), improvement over time. - <i>Tanda-tanda kecemasan siswa.</i>		
Feedback	Type and tone of feedback given by the teacher, student reactions to feedback. <i>Jenis dan nada umpan balik yang diberikan guru, reaksi siswa terhadap umpan balik.</i>		

Teachers Interview

Teacher :
Observer :
Date of :
Interview

1. Bagaimana cara anda mengidentifikasi perilaku siswa yang mengalami kecemasan berbicara dikelas?
2. Bagaimana reaksi siswa ketika guru memerintahkan siswa untuk belajar berbicara?
3. Apakah ada reaksi khusus? Apakah siswa terkejut? takut? Terlalu panik?
4. Dari reaksi siswa, apakah guru dapat menempuh metode belajar bahasa Inggris secara optimal?
5. Bagaimana cara anda membantu siswa mengatasi kecemasan berbicara mereka?
6. Bagaimana guru membuat siswa merasa senang ketika belajar berbicara bahasa Inggris?
7. Lalu bagaimana seorang guru memberikan sugesti positif kepada siswa yang cemas?
8. Apakah ada strategi khusus yang digunakan guru untuk meminimalisir tingkat kecemasan siswa?
9. Bisakah Anda menjelaskan salah satu strategi ini? Jadi apa metodenya secara spesifik?
10. Apakah strategi memiliki beberapa kendala?
11. Dari berbagai macam strategi dan metode yang digunakan, strategi atau metode mana yang lebih efektif?
12. Ketika ada satu strategi dan metode yang gagal, apakah ada alternatif lain yang digunakan?
13. Apakah ada strategi khusus yang diperlukan bagi siswa yang memiliki minat dalam bahasa Inggris?
14. Dapatkah anda menjelaskan contoh keberhasilan siswa mengatasi kecemasan berbicara mereka?
15. Bagaimana anda menciptakan lingkungan kelas yang mendukung dan mendorong siswa untuk berbicara?
16. Peran apa yang dimainkan umpan balik dalam membantu siswa mengelola kecemasan berbicara mereka?

Students Interview

Name :
Class :
Date of :
Interview

1. Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?
2. Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?
3. Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?
4. Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?
5. Respon guru yang seperti apa yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?
6. Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa lainnya ketika pembelajaran itu sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?
7. Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan berbicara bahasa inggris?

Appendix 3 The Results of Observation

Observation Table (1)

Teacher : Tarso S.Pd
 Observer : Shabrina Amelita
 Class : 7 C
 Material : Greeting
 Date Observation : Monday, 19 August 2024

Aspect	Indicators	Observed Behavior	Notes
Student Participation	Frequency of voluntary speaking, willingness to participate in discussions. <i>Frekuensi sukarela berbicara. kesediaan siswa untuk berpartisipasi dalam diskusi.</i>	Siswa mengikuti arahan guru - Siswa menjawab meskipun siswa memberikan jawaban yang kurang tepat <i>Guru: "apa bahasa inggrisnya berbicara?"</i> <i>Siswa: "Talking"</i> <i>Guru: "oke good! Talking boleh, Speaking pun juga benar"</i> - Ketika guru memberikan perintah, siswa mengikuti. <i>Guru: "sebelum kita belajar, kita cek dulu kosakata yang kemarin bapak tugaskan ke kalian. Sekarang semuanya berdiri, yang bisa menjawab boleh duduk sebaris"</i> <i>Siswa: "(siswa berdiri dengan sukarela)"</i>	Teacher build good relationship Untuk mengajak siswa secara sukarela berpartisipasi dalam pembelajaran, Guru membangun hubungan baik dengan siswa. dengan menciptakan lingkungan belajar yang santai.
Teacher Interaction	Encouragement given, strategies used to reduce anxiety (e.g., positive reinforcement, scaffolding). <i>Dorongan yang</i>	Motivation <i>Guru: "tidak apa-apa salah, yang penting mau mencoba, bapak disini tidak memaksa kalian untuk bisa melainkan mencoba dulu, tepuk tangan dulu seunya untuk fahri"</i> <i>Siswa: "(tepuk tangan)"</i>	Communicative approach bertujuan untuk melatih siswa mengucapkan kata/kalimat bahasa inggris dengan benar. Dalam pembelajaran bahasa inggris guru aktif memberikan materi

Aspect	Indicators	Observed Behavior	Notes
	<i>diberikan, strategi yang digunakan untuk mengurangi kecemasan.</i>	- Guru selalu memberikan motivasi supaya siswa tidak menyerah belajar bahasa inggris. Communicative approach - Guru aktif memberikan pertanyaan untuk mendorong siswa mau berbicara - Guru aktif memberikan tugas kepada siswa untuk membuat 10 kosakata untuk dihafal sebagai penambah pengetahuan kosakata. Big Groups/Small Groups - Guru menyesuaikan tempat duduk siswa sesuai tipe belajar anak (Kinestetik, Audio, Visual). Mix language - Guru menggunakan bahasa Indonesia dan bahasa inggris untuk menjelaskan materi serta berkomunikasi singkat yang kemudian diikuti oleh siswa. <i>Siswa: "saya forget pak!"</i> <i>Guru: "kenapa Forget?"</i> - Untuk mengenalkan materi, guru membaca materi dengan bahasa inggris perkalimat, kemudian memerintahkan siswa untuk mengikuti sehingga pengucapannya benar. Setelah itu guru akan menerjemahkan kedalam	tambahan pengetahuan dasar berbahasa inggris seperti: Alfabet Number Vocabularies

Aspect	Indicators	Observed Behavior	Notes
		bahasa Indonesia serta menjelaskan maksud dari materi tersebut. Ketika menjelaskan materi guru juga menggunakan Total Physycal Response (dengan memperagakan ungkapan <i>good bye</i> dan <i>hello</i>)	
Classroom Environment	Level of supportiveness, presence of anxiety-reducing elements (e.g., small group activities). <i>Tingkat dukungan, adanya aktivitas pengurangan kecemasan.</i>	Small Groups - Menggunakan group kecil untuk menjawab pertanyaan. Pair groups - Guru juga menggunakan pair group untuk kegiatan speaking. Khususnya untuk kegiatan dialog - Pair groups for checking vocabularies	Dengan pembuatan grup belajar siswa semakin percaya diri untuk belajar bersama teman-teman sebayanya.
Student Behavior	Signs of anxiety (e.g., fidgeting, avoiding eye contact), improvement over time. <i>Tanda-tanda kecemasan siswa.</i>	Panic - Saat disuruh menjawab pertanyaan terkait kosakata secara acak Malu - Terdapat siswa yang merasa malu ketika menjawab pertanyaan guru. Mengantuk - Terdapat siswa yang mengantuk. saat guru menjelaskan pelajaran. Percaya diri - Adapun siswa yang percaya diri ketika menjawab. karena	Reason - Bahasa inggris merupakan bahasa asing yang baru saja mereka pelajari - Siswa mengantuk karena tidak memiliki buku panduan belajar. Namun guru memindahkannya untuk bergabung dengan siswa yang memiliki buku ditengah pembelajaran berlangsung. Saat pembelajaran berakhir, guru memerintahkan siswa tersebut untuk membeli buku.

Aspect	Indicators	Observed Behavior	Notes
		sudah memiliki bekal bahasa inggris sebelumnya	
Feedback	Type and tone of feedback given by the teacher, student reactions to feedback. <i>Jenis dan nada umpan balik yang diberikan guru, reaksi siswa terhadap umpan balik.</i>	Positive Feedback - Guru memberikan apresiasi setiap siswa menjawab pertanyaan dengan benar. Dapat berupa tepuk tangan, ujaran “good!, sip!”, dan mengacungkan jempol kepada siswa. - Ketika ada siswa yang belum bisa menjawab pertanyaan dengan benar, guru memberikan perintah kepada siswa untuk mengulangi jawaban yang benar Refleksi - Diakhir pembelajaran guru menanyakan “bagaimana kegiatan pembelajaran pada hari ini? apakah kalian merasa happy?”	Students Reaction: - Siswa merasa senang ketika guru memberikan feedback ketika mereka bisa menjawab dengan benar - Diakhir pembelajaran adanya refleksi pembelajaran dengan siswa yang bertujuan untuk mengevaluasi cara guru itu mengajar. Supaya untuk pembelajaran kedepannya bisa menjadi lebih baik.

Observation Table (2)

Teacher : Tarso S.Pd
 Observer : Shabrina Amelita
 Class : 7C
 Material : It's me
 Date Observation : 27 Agustus 2024

Aspect	Indicators	Observed Behavior	Notes
Student Participation	Frequency of voluntary speaking, willingness to participate in discussions. <i>Frekuensi sukarela berbicara. kesediaan siswa untuk berpartisipasi dalam diskusi.</i>	Siswa enggan menjawab • Ada beberapa Siswa yang mau berbicara setelah diberi tau kosakata yang benar oleh guru. Siswa sukarela saat menjawab pertanyaan guru • Beberapa siswa berani menjawab meskipun pengucapannya masih salah • Siswa mau menjawab pertanyaan meskipun jawaban kurang tepat • Siswa ada yang menjawab meskipun suaranya tidak terdengar. Kemudian dijelaskan Kembali oleh guru.	Reason Reaksi ini timbul karena sebagian siswa tidak mendapatkan pelajaran bahasa inggris di Sekolah Dasar, Teacher Interaction • guru selalu memberikan motivasi, • menerima jawaban yang salah dan memberikan jawaban yang benar, • memberikan apresiasi kepada siswa setelah menjawab. Sehingga siswa semakin tertarik untuk mencoba menjawab pertanyaan dari guru.
Teacher Interaction	Encouragement given, strategies used to reduce anxiety (e.g., positive reinforcement, scaffolding). <i>Dorongan yang diberikan, strategi yang digunakan untuk</i>	Pemberian motivasi • Selalu memotivasi siswa bahwa bahasa inggris tidak sulit dan menyenangkan Communication Language Teaching • Guru secara aktif	Motivasi diberikan untuk meyakinkan siswa bahwa semakin mereka mau belajar, bahasa inggris tidak terlalu sulit untuk dipelajari. Pemberian kosakata menjadi salah satu target

Aspect	Indicators	Observed Behavior	Notes
	<i>mengurangi kecemasan.(penguatan positif, penyangga)</i>	memberikan pertanyaan untuk mendorong siswa terlatih berbicara. - Guru aktif memberikan kosakata baru dan mengajari siswa pronunciation di sela-sela mengajar Ice Breaking - Guru menggunakan permainan tepuk tangan untuk mendorong siswa focus ketika belajar Guru menerima jawaban siswa yang bervariasi <i>T: kalau salam perpisahan contohnya bagaimana</i> <i>S1: see you later</i> <i>T: see you later, tepuk tangan...mantap. Selain dari kata see you later ada apa lagi?</i> <i>S2: good bye</i> <i>T: oke good bye, siip, (sambal tepuk tangan). Ada yang lain?</i> <i>S3: bye bye..</i> <i>T: oke bye bye, (tepuk tangan) bagus sekali. Berarti kalian greating udah oke.</i> - Guru juga memberikan jeda waktu kepada siswa untuk berfikir sebelum menjawab pertanyaan. Reflection	guru untuk mengurangi kecemasan siswa akibat minimnya pengetahuan kosakata mereka. Jeda waktu yang diberikan guru kepada siswa saat menjawab pertanyaan bertujuan untuk memantapkan keberanian mereka ketika menjawab pertanyaan. Dengan adanya refleksi pembelajaran dengan siswa, guru bisa mengevaluasi cara mengajar. Supaya untuk pembelajaran kedepannya bisa menjadi lebih baik.

Aspect	Indicators	Observed Behavior	Notes
		Diakhir pembelajaran guru menanyakan “bagaimana kegiatan pembelajaran pada hari ini? apakah kalian merasa <i>happy</i>?”	
Classroom Environment	Level of supportiveness, presence of anxiety-reducing elements (e.g., small group activities). <i>Tingkat dukungan, adanya aktivitas pengurangan kecemasan.</i>	Big Groups or Small Groups - Membentuk kelompok berpasangan untuk praktik berbicara - Membentuk kelompok besar untuk berdiskusi. Communication Games - Membentuk lingkaran dikelas untuk permainan - Guru menggunakan permainan tepuk tangan untuk melatih focus siswa	Dengan suasana kelas yang nyaman, enjoy sehingga tidak ada satupun siswa yang bosan dan mengantuk. Siswa dengan senang mengikuti arahan dari guru. Siswa merasa senang ketika guru mengadakan permainan didalam kelas.
Student Behavior	Signs of anxiety (e.g., fidgeting, avoiding eye contact), improvement over time. <i>Tanda-tanda kecemasan siswa.</i>	Students more silent - Saat diberikan pertanyaan, siswa hanya terdiam dan saling melirik dengan teman sebangkunya Suara siswa kecil - Suara siswa kecil karena takut salah Siswa malu - Suka melihat keatas karena bingung ketika disuruh praktik - Sering menyenggol teman karna takut salah	Reason: - karna kebanyakan siswa tidak mendapatkan pelajaran bahasa inggris di Sekolah Dasar. Sehingga siswa belajar bahasa inggis dimulai dari hafalan kosakata dan memeriksa hafalan tersebut disetiap harinya. Teacher reaction - Guru selalu mendampingi siswa yang merasa ragu untuk menjawab dengan kegiatan diskusi untuk menemukan jawaban

Aspect	Indicators	Observed Behavior	Notes
		menjawab	yang benar. Sehingga siswa diberi kesempatan untuk berfikir bersama dan menjawab pertanyaan bersama. Tujuannya adalah supaya siswa tidak merasa sendiri ketika ditanya.
Feedback	Type and tone of feedback given by the teacher, student reactions to feedback. <i>Jenis dan nada umpan balik yang diberikan guru, reaksi siswa terhadap umpan balik.</i>	Positive Feedback • Guru selalu mengapresiasi indakan siswa dengan tepuk tangan, mengacungkan jempol, ujaran “bagus sekali! siip”. Setiap siswa selesai menjawab pertanyaan dengan benar, setelah prak tik berbicara didepan temannya. • Guru tidak menyalahkan jawaban siswa namun “jawaban kurang tepat, ada lagi yang tau” • Guru juga tidak marah ketika siswa salah dalam menjawab. Melainkan guru mengiring siswa untuk berdiskusi untuk mendapatkan jawaban yang benar. • Kemudian mengarahkan siswa untuk “repeat” jawaban yang benar.	Students Reaction • Membuat siswa lainnya tertarik untuk maju kedepan. • Siswa terlihat percaya diri bahkan ketika mereka salah saat praktik.

Observation Table (3)

Teacher : Tarso S.Pd
 Observer : Shabrina Amelita
 Class : 7 C
 Material : Its me
 Date Observation : Selasa 17 September 2024

Aspect	Indicators	Observed Behavior	Notes
Student Participation	Frequency of voluntary speaking, willingness to participate in discussions. <i>Frekuensi sukarela berbicara. kesediaan siswa untuk berpartisipasi dalam diskusi.</i>	Siswa mau menjawab - Siswa menjawab pertanyaan guru meskipun terlihat gugup. Mix language & Discussion - Siswa menjawab menggunakan bahasa Indonesia - guru mengajak siswa berdiskusi hingga mereka bisa menjawab menggunakan bahasa Inggris. <i>Teacher: apa bahasa Inggrisnya ini (menunjukkan spidol)?</i> <i>Students: "pen pak..."</i> <i>Teacher: "sepertinya kurang tepat ayo coba yang lain ada yang mau coba jawab?"</i> <i>Students: "spidol pak"</i> <i>Teacher: "iya benar ini spidol tapi bahasa Inggrisnya apa? Mar....."</i> <i>Students: "..."</i> <i>Teacher: "marker"</i> <i>Students: "ooooo marker"</i>	Guru menerima jawaban siswa yang bervariasi sehingga siswa dengan sukarela menjawab pertanyaan guru
Teacher Interaction	Encouragement given, strategies used to reduce anxiety (e.g.,	Discussion Strategy The teacher uses a group discussion strategy to describe self-introduction.	Reason: Kegiatan ini mendorong siswa supaya mau berbicara. Karena pada

Aspect	Indicators	Observed Behavior	Notes
	positive reinforcement, scaffolding). <i>Dorongan yang diberikan, strategi yang digunakan untuk mengurangi kecemasan.</i>	- The teacher first explains an example of self-introduction from the video that was shown. - The teacher invites the students to discuss together because the students only want to speak when invited to discuss together. Mix Language - Teachers and students use a mix of languages when expressing their opinions. Q&A - After the students introduce themselves, the teacher will open a question-and-answer session about the "introduce people" material. Feedback - The teacher always gives students the opportunity to reflect after the lesson.	awalnya mereka merasa malu dan hanya terdiam saat diberikan pertanyaan.
Classroom Environment	Level of supportiveness, presence of anxiety-reducing elements (e.g., small group activities). <i>Tingkat dukungan, adanya aktivitas pengurangan kecemasan.</i>	Prepared Talks - The teacher provides support to students to prepare the text before speaking. - The teacher allows the students to practice before speaking. Pair Groups - The teacher uses the support of pair group activities so that when practicing, students do not feel embarrassed and do not feel alone in front of the class.	With prepared talks and pair groups siswa merasa lebih siap untuk praktik didepan kelas.

Aspect	Indicators	Observed Behavior	Notes
Student Behavior	Signs of anxiety (e.g., fidgeting, avoiding eye contact), improvement over time. <i>Tanda-tanda kecemasan siswa.</i>	Students more silent • Pada awal mula pembelajaran, siswa hanya terdiam ketika guru bertanya Suara siswa kecil • Suara siswa kecil karena takut salah Siswa malu • Ketika sesi presentasi kelompok kecil, ada siswa yang menutupi wajahnya ketika berbicara.	Reason: Sebagian siswa merasakan malu, takut salah menjawab karena kurang percaya diri atas jawaban yang ia berikan. Hal ini dikarenakan keadaan siswa yang masih minim pengetahuan vocabularies.
Feedback	Type and tone of feedback given by the teacher, student reactions to feedback. <i>Jenis dan nada umpan balik yang diberikan guru, reaksi siswa terhadap umpan balik.</i>	Positive feedback • Setelah menjawab pertanyaan dengan benar, guru memberikan apresiasi berupa tepuk tangan serta memuji mereka dengan “good!, bagus!, pintar!”. • Jika jawaban benar namun kurang tepat, guru tetap memberikan apresiasi kemudian memberikan jawaban lain yang tepat.	Students Reaction • Siswa merasa senang. • Siswa lain menjadi termotivasi untuk mencoba menjawab pertanyaan dari guru.

Appendix 4 The Results of Teacher Interview

Teacher Interview

Teacher : Tarso, S.pd.
Observer : Shabrina Amelita
Date of Interview : Selasa, 27 Agustus 2024

Q: Bagaimana cara anda mengidentifikasi perilaku siswa yang mengalami kecemasan berbicara dikelas?

A: saya melakukan pendekatan dengan cara memberi semangat, memotivasi mereka agar dalam mengikuti pembelajaran itu tidak hanya siswa yang sudah paham tapi siswa yang belum, semuanya bisa terpenuhi kebutuhannya. Jadi saya melakukan pendekatan secara langsung

Q: Bagaimana reaksi siswa ketika guru memerintahkan siswa untuk belajar berbicara?

A: reaksi siswa ketika saya memerintahkan untuk berbicara yang pertama mereka cenderung diam dan tidak mau karena ada siswa yang takut salah, ada yang memang belum bisa, sehingga untuk mengarahkan itu saya mencoba membuat game terlebih dahulu agar mereka bisa sedikit demi sedikit belajar berbicara sebelum masuk dimaterinya

Q: Apakah ada reaksi khusus? Apakah siswa terkejut? takut? Terlalu panik?

A: tidak ada, hampir semuanya siswa itu diam, tapi setelah dimotivasi semuanya aktif.

Q: Dari reaksi siswa, apakah guru dapat menempuh metode belajar bahasa Inggris secara optimal?

A: dari reaksi siswa yang bermacam-macam itu saya menerapkan metode belajar *communicative learning*, jadi saya lebih banyak komunikasinya dengan siswa, dengan cara saya mengidentifikasi kelemahan belajar berbicaranya dan saya coba buat game supaya anak itu tidak tegang seperti itu. Itu salah satu upaya metode yang saya tempuh agar reaksi siswanya itu mereka tambah berani

Q: Bagaimana cara anda membantu siswa mengatasi kecemasan berbicara mereka?

A: saya membantu mereka itu dengan cara mendampingi mereka ketika pada saat mereka membuat kelompok kecil. Ketika mereka di dalam kelompok

itu, jadi mereka tidak merasa sendiri, mereka ada temannya, saling melengkapi dengan temannya kemudian saya hadir disitu untuk membantu, seperti itu.

Q: Bagaimana guru membuat siswa merasa senang ketika belajar berbicara bahasa Inggris?

A: Dengan game agar mereka senang jadi ketika pembelajaran itu suasananya tidak monoton dan tidak cepat membuat mereka jenuh.
Pov: membuat lingkaran kecil kemudian bernyanyi “happy birthday” sambil mengoper spidol dari satu teman keteman yang lain secara berputar dan bergantian.

Q: Lalu bagaimana bapak memberikan sugesti positif kepada siswa yang cemas?

A: saya memberi sugesti kepada mereka bahwa, seringkali saya motivasi bahwa yang namanya belajar bahasa inggris itu apa namanya, tidak sulit, hanya intinya kalau kita mau, kalau kita mau belajar pasti bisa. Intinya dimotivasi aja bahwa menanamkan apa namanya, sugesti pada mereka bahwa ternyata bahasa inggris itu tidak seperti yang dibayangkan, berat sulit itu ternyata nda. Ternyata bahasa inggris itu disitu enjoy menyenangkan dan tidak ada paksaan.

Q: Apakah ada strategi khusus yang digunakan guru untuk meminimalisir tingkat kecemasan siswa?

A: ada strategi khususnya paling ketika awal pelajaran itu saya meminta anak supaya konsentrasi dengan cara mengajak mereka “ice breaking: Tepuk satu, tepuk dua” itu seperti itu. Kemudian setelah mereka bisa konsentrasi baru saya ajak mereka itu untuk latihan berbicara dengan cara memeriksa kosakata yang saya tugaskan dari rumah. Karena setiap hari kan saya kasih jadi anak sudah punya id card yang berisi 10 kosakata yang ditugaskan dari saya. Itu juga salah satu strategi saya supaya anak tambah berani

Q: Kan kemarin bapak sudah menjelaskan tentang communicative learning, bisakah bapak menjelaskan lebih spesifik kegiatan communicative learning yang bapak gunakan dikelas?

A: jadi saya selalu mengarahkan siswa untuk berbicara dengan menyiapkan 10 kosakata dengan metode ID Card. Kemudian membahasnya bersama, karena terkadang siswa memiliki kosakata yang berbeda. Dengan begitu dalam satu hari, siswa bisa dapat lebih dari 10 kosakata yang sudah saya

tugaskan. Selain itu saya juga memberikan contoh pelafalan yang tepat kalau-kalau mereka salah ketika mengucapkan bahasa inggris, kemudian saya suruh mereka untuk mengulang apa yang sudah saya katakan. Selain itu saya juga memberikan pertanyaan-pertanyaan serta berdiskusi bersama yang mendorong mereka untuk berbicara, karena kalau ngga gitu siswa pada diem ngga ada yang ngomong. Kemudian saya juga menggunakan kerja kelompok berpasangan untuk menguji hafalan kosakata yang sudah mereka hafal itupun kalau saya tidak sempat memeriksa hafalan mereka. Jadi mereka menjadi lebih nyaman kalau menghafal bareng teman-teman sejawatnya

Q: Untuk presentasi, apakah ketika maju bahasa apa yang digunakan siswa?

A: Bahasa Inggris, karena sebelumnya saya sudah memberikan waktu yang cukup kepada mereka untuk mempersiapkan apa yang mau mereka katakan di depan kelas. Tapi yaitu mba, mereka masih belum berani ketika maju kedepan sendiri. Paling majunya secara berkelompok nanti ngomongnya sendiri-sendiri. Biar mereka ngga merasa sendiri aja itu. Kalau majunya sendirian malah ngga mau ngomong. Pada malu

Q: Untuk kegiatan berkelompok, bapak membuat kelompok secara random atau menyesuaikan kemampuan siswa?

A: saya membagikan kelompok itu sesuai dengan gaya belajar anak, satu kelompok ada yang kinestetik, satu kelompok lagi dengan gaya visual, kemudian satu kelompok dengan gaya belajar auditori. Jadi saya menentukan kelompok setelah pertemuan pertama dibantu dengan guru BK

Q: Apakah strategi memiliki beberapa kendala

A: kendalanya tentu ada pada saat anak-anak itu disuruh untuk maju kedepan seringkali mereka itu tidak siap.-Tapi apa namanya kendala itu bisa saya atasi ketika mereka saya ajak mereka untuk berdiskusi bareng-bareng sehingga mereka semuanya pada nantinya mau maju kedepan untuk berbicara. dengan berdiskusi bareng-bareng sehingga nanti untuk praktek didepan kelas bukan hanya satu anak yang maju kedepan melainkan bisa dua anak, seperti yang sampaikan tadi. Memang majunya dua anak tapi ketika yang satu anak sudah selesai praktik akan saya suruh duduk dan yang satunya lagi melanjutkan bicara. Soalnya klo majunya satu-satu mereka merasa “wah sendirian” sehingga ngga mau maju

Q: Dari berbagai macam strategi dan metode yang digunakan, strategi atau metode mana yang lebih efektif?

A: yang lebih efektif communicative learning, karena communicative learning itu membantu mereka. Sangat membantu

Q: Ketika ada satu strategi dan metode yang gagal, apakah ada alternatif lain yang digunakan?

A: ada, otomatis ketika saya menggunakan saya akan mengevaluasi lagi, saya akan pakek cara lain alternatif lain, mungkin metode yang lebih tepat dikelas itu. Jadi tidak saya paksakan. Ketika saya gagal menggunakan satu metode dikelas itu, nanti dipertemuan berikutnya lagi saya akan akan mencoba alternatif atau metode lain. Sperti halnya apa namanya metode diskusi. Metode diskusi itu sebenarnya itu kalau setelah komunikatif itu kok kurang berjalan maka saya akan menggunakan metode diskusi. Diskusinya tidak hanya dua siswa dalam satu kelompok, biasanya lebih ke kelompok yang besar. Itu metode diskusi. Biasanya itu ketika saya mengajar itu dirasa kok kurang efektif, saya ganti metode bukan diganti, ditambahlah bukan diganti metodenya tapi saya tambahkan lagi yang membuat mereka lebih respon lagi. Saya menggunakan apa namanya, audio, saya ambil LCD, saya tampilkan vidionya supaya mereka lebih aktif lagi. Biasanya seperti itu dengan menambahkan alat perags dan media pembelajaran buat memenuhi.

Q: Apakah ada strategi khusus yang diperlukan bagi siswa yang memiliki minat dalam bahasa Inggris?

A: strategi khususnya itu saya berikan kosakata setiap pertemuan kalau yang lain hanya menyiapkan 10 kosakata, bagi siswa yang berminat dalam pelajaran bahasa inggris akan diberikan kosakata sampai dengan 20. Dengan kosakata yang banyak mereka itu akan lebih bisa apa namanya menerapkan bahasa inggris. Ada English klub juga

Q: Dapatkah anda menjelaskan contoh keberhasilan siswa mengatasi kecemasan berbicara mereka?

A: ketika mereka sudah bisa mempraktikan materi yang di sampaikan pada hari itu melalui presentasi didepan kelas hal ini menandakan bahwa mereka sudah berani. Saya kebetulan mengajar kelas 7 yang notabene siswanya ngga dapet pembelajaran bahasa inggris di SD. Jadi iti saya ajari dari awal tidak hanya memberikan kosakata ketertinggalan. Dengan mereka bisa ngomong bahasa inggris saja itu sudah bagus banget klo di SMP Ma'arif ini.

Q: Bagaimana anda menciptakan lingkungan kelas yang mendukung dan mendorong siswa untuk berbicara?

A: dengan diskusi, karena kalau sudah berdiskusi sendirian susah banget buat ngomong. Dengan membuat diskusi kelompok besar. Kalau nggak berdiskusi malah susah mengajak mereka untuk berbicara

Q: Peran apa yang dimainkan umpan balik dalam membantu siswa mengelola kecemasan berbicara mereka?

A: saya selalu bertanya kepada mereka, “apakah kalian sudah paham apa belum? Ketika belum paham silahkan ditanyakan ke bapak, nanti bapak akan menerangkan” seperti itu. Dan juga saya tanyakan kepada mereka, refleksi “gimana pembelajaran hari ini? pada senang apa nggak?” itu juga saya tanyakan. Misalkan ada yang belum bisa silahkan bertanya. Jadi untuk umpan baliknya saya adalah motivasi kepada mereka agar mereka tidak malu untuk bertanya. Hal ini sangat membantu mereka. Supaya mereka nggak diam dengan memberikan pertanyaan



Appendix 5 The Results of Students Interview

Students Interview (1)

Name : Alia Reicha Meisyavira
Class : 7C
Date of Interview : 19 Agustus 2024

Q: Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?

A: Agak deg-degan, takut kosakatra yang disebutkan salah

Q: Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?

A: Memberikan bantuan ketika kami bingung

Q: Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?

A: Saya merasa lebih percaya diri ketika saya paham apa yang disampaikan guru. Yang membantu saya adalah pak tarso selalu memberikan pujian ketika kami menjawab benar, dan ketika kami menjawab salah pak tarso ngga pernah marah mba

Q: Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?

A: Saya sangat mengerti mba. karna paktarso jelasin pelajaran pelan-pelan ngga terlalu cepat.

Q: Respon guru yang seperti apa yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?

A: Pak tarso suka memberikan pujian mba. Sehingga saya ingin mecoba untuk maju kedepan.

Q: Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa lainnya ketika pembelajaran itu sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?

A: Sudah mba...

Q: Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan berbicara bahasa inggris?

A: Saya suka bermain game, waktu nyanyi bahasa inggris karena seru aja mba. Kalau main gami jadi ngga gugup. Tapi kalau tiba-tiba ditanya guru, saya masih takut kalau jawaban saya salah.

Q Bagaimana perasaanmu ketika kamu kalah dalam permainan tadi?

A Saya merasa bingung jika guru memberi saya pertanyaan sulit jika saya kalah dalam permainan ini

Q Lalu, apa yang dilakukan guru untuk membuatmu merasa lebih nyaman saat menjawab pertanyaan?

A Guru memberikan bantuan ketika kami bingung, dan guru tidak pernah marah jika jawaban kami salah



Students Interview (2)

Name : Satria Wahyu
Class : 7C
Date of Interview : 19 Agustus 2024

Q: Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?

A: Panik kak, karena saya tidak bisa berbicara bahasa inggris dengan lancar

Q: Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?

A: Pak tarso ngga pernah marah mba.. kalau kami jawab salah, kami dikasih penjelasan lagi yang belum paham

Q Setelah guru membantumu, apakah rasa panik mu berkurang?

A Saya tidak panik lagi, saya hanya takut jika saya mengatakan sesuatu yang salah.

Q: Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?

A: Saya merasa lebih percaya diri ketika saya paham apa yang disampaikan guru. Yang membantu saya adalah pak tarso selalu membantu kami kalau ngga bisa jawab

Q: Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?

A: Paham sekali mba.. pak tarso ngga terlalu cepat waktu jelasin pelajaran

Q: Respon guru yang seperti apa yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?

A: Pak tarso suka memberikan pujian mba jadi saya ngga takut kalau saya jawab salah

Q: Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa lainnya ketika pembelajaran itu sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?

A: Sudah mba

Q: Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan berbicara bahasa inggris?

A: Saya suka bermain game karena seru aja mba, kami tidak merasa bosan waktu belajar.

Kegiatan diskusi juga mba soalnya kadang dikelompok ada yang pintar dan bisa belajar bareng. Terus pak tarso juga memperbolehkan kami menggunakan bahasa Indonesia. Tapi nanti diterjemahin lagi pake bahasa inggris.



Students Interview (3)

Name : Rizalki Adnan Al Hafis

Class : 7C

Date of Interview : 27 Agustus 2024

Q: Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?

A: Saya malu, sis, takut mengatakan sesuatu yang salah jadi saya tidak berani berbicara, untuk menghindari ditertawakan oleh teman-teman saya jika saya membuat kesalahan

Q: Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?

A: Pak tarso ngga pernah marah mba, Sebelumnya, saya dibantu oleh teman sampai saya lancar ngomongnya.

Q: Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?

A: Saya lebih percaya diri setelah saya mudeng pelajaran pak tarso, pak tarso selalu membantu kalau kami malu menjawab

Q: Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?

A: Ya mba.. karna saya mendengarkan pak guru yang sudah diajarkan

Q: Respon guru yang seperti apa yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?

A: Pak tarso suka memberikan tepuk tangan dan bangga banggain diri kita sendiri

Q: Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa lainnya ketika pembelajaran itu sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?

A: Sudah mba... karna saya sudah pede waktu praktik tadi

Q: Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan

berbicara bahasa inggris?

- A:** Saya menghafal kosakata, membaca karena persiapannya dilakukan di rumah. Di kelas, kami diajarkan cara mengucapkannya dengan benar, diminta untuk membuat kalimat, dan kemudian diuji satu per satu oleh guru, terkadang juga diuji oleh teman sekelas. Alasan saya suka belajar kosakata adalah karena saya merasa cemas jika tiba-tiba guru menanyakan sesuatu dan saya tidak tahu jawabannya dalam bahasa Inggris

Diskusi juga membantu ketika saya tidak mengerti pelajaran. Guru mendorong kami untuk berpikir bersama. Jadi di sini kami bebas berbicara, dan jika kami memiliki pendapat yang salah, guru tidak pernah marah. Guru menjelaskan lagi sampai kami mengerti



Students Interview (4)

Name : Rico Khairul A.
Class : 7C
Date of Interview : 17 September 2024

Q: Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?

A: Saya merasa gugup mba.. takut jawabannya salah

Q: Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?

A: Pak tarso suka ngasih kosakata jadi waktu berbicara saya ngga bingung lagi mba

Q Setelah guru membantumu apakah rasa gugupmu berkurang?

A Masih gugup kak.. takut saya ngga bisa ngikutin gurunya

Q: Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?

A: Saya merasa lebih percaya diri ketika saya paham apa yang disampain guru. Yang membantu saya adalah pak tarso suka ngasih kelompok berpasangan jadi ngga sendirian mba, klo sendirian malu mba

Q: Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?

A: Paham, karna diajarinnya pelan-pelan ngga cepet

Q: Respon guru yang seperti apa –yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?

A: Pak tarso suka memberikan tepuk tangan klo bisa jawab. Dan ngga pernah marah klo jawaban nya salah, suka ngebenerin juga mba

Q: Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa lainnya ketika pembelajaran itu sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?

A: Iya sudah karna sudah paham pelajaran

Q: Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan berbicara bahasa inggris?

A: Saat permainan, lingkaran besar, oper benda menggunakan lagu, tebak tebakan kosakata

Saya tidak merasa takut saat belajar ketika guru mengajak kami bermain. Biasanya, guru mengatur permainan lingkaran besar, melempar benda sambil bernyanyi, dan permainan tebak kosakata juga menyenangkan. Jadi, saat bermain, itu tidak membuat kita gugup, tetapi jika kita tiba-tiba kalah, kita jadi gugup lagi karena kita pasti akan ditanya



Students Interview (5)

Name : Rizaldi Z.M
Class : 7C
Date of Interview : 17 September 2024

Q: Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?

A: Deg degan mba.. takut salah jawab, malu Saya tidak percaya diri, rasanya seperti takut salah pengucapan. Meskipun saya sudah disuruh untuk berlatih, tapi saya masih takut

Q: Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?

A: Diajarin pelan-pelan sampe bisa
Terus tadi jadi pas di depan, guru memanggil teman saya untuk menemani saya, jadi saya tidak sendirian karena teman saya ada di depan bersama saya. Kami bahkan bisa tertawa bersama. Jika saya membuat kesalahan dalam berbicara, teman saya akan memperbaiki saya, dan guru tidak pernah marah. Tadi, ketika saya membuat kesalahan, dia segera mengajarkan saya sampai saya benar

Q: Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?

A: Saya merasa lebih percaya diri ketika saya bisa jawab pertanyaan. Yang membantu saya adalah pak tarso ngga pernah marah klo jawab salah malah jadi diskusi jawaban benarnya gimana

Q: Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?

A: Sudah mengerti mba karena jelas

Q: Respon guru yang seperti apa yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?

A: Pak tarso suka memberikan pujian mba kaya tepuk tangan, disebut pinter, bagus

Q: Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa lainnya ketika pembelajaran itu

sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?

A: Sudah mba... karena waktu praktik didepan ngga deg-degan lagi karena udah dikasih contoh sama pak tarso

Q: **Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan berbicara bahasa inggris?**

A: Saya suka ketika ngetes bahasa inggris dengan teman sebangku, karena kadang kosakatanya beda jadi kosakata saya nambah
Tersu juga pak tarso suka ngasih waktu buat siap-siap sebelum maju kedepan. Jadi nanti disuruh buat teks sama latihan.kalau lupa pas didepan paktarso juga ngga pernah marah.
Terus pak tarso juga suka kasih motivasi bias ngga males belajar.



Students Interview (6)

Name : Nasyifa Nur Afiani

Class : 7C

Date of Interview : 17 September 2024

Q: Bagaimana perasaan anda ketika harus berbicara menggunakan bahasa inggris didepan kelas?

A: Saya gugup kak karena pas maju lagi dilihat sama temen-temen sekelas

Q: Apa yang guru anda lakukan untuk membantu anda merasa lebih nyaman ketika berbicara bahasa inggris?

A: Pak tarso ngga pernah marah, selalu nyemangatin biar saya ngga malu

Q: Dapatkah anda menjelaskan ketika anda merasa lebih percaya diri dikelas? apa yang membantumu untuk lebih percaya diri ketika berbicara bahasa inggris dikelas?

A: Saya lebih pede pas ngga diliatin sama temen-temen, seperti temen-temen lagi pada nyiapin naskah buat maju setelah saya

Q: Apakah anda merasa paham atas materi yang diberikan guru sehingga anda berani untuk praktik berbicara bahasa Inggris didepan kelas dengan baik?

A: Sudah kak

Q: Respon guru yang seperti apa yang dapat mempengaruhi rasa percaya diri anda dalam berbicara bahasa inggris?

A: Selalu ngasih semangat dan tepuk tangan

Q: Menurut anda apakah cara dari guru dalam menyampaikan pelajaran atau merespon siswa-lainnya ketika pembelajaran itu sudah baik, sehingga dapat meningkatkan percaya diri anda ketika berbicara bahasa inggris?

A: Iya kak

Q: Selama anda belajar bahasa inggris, seperti apa strategi belajar yang diberikan guru yang dapat membantu anda mengatasi kecemasan berbicara bahasa inggris?

A: Saya suka kegiatan berpasangan, jad pas ngomong didepan jadi ngerasa lebih santai.

Appendix 6. Lesson Plan

Modul 1 GOOD MORNING, HOW ARE YOU GREETING

Nama Sekolah	: SMP Ma'arif NU 01 Purwokerto
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / Ganjil
Materi	: Greeting
Alokasi Waktu	: 4 JP

A. Capaian Pembelajaran

Memahami dan mengungkapkan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan dan menanggapi.

B. Tujuan Pembelajaran

Peserta didik dapat memahami dan mengungkapkan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan dan menanggapi dengan memperhatikan fungsi social, stuktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Profil Pelajar Pancasila

- Berkebinekaan Global
- Mandiri
- Bernalar Kritis

D. Kajian Teori GREETING

Greeting is a friendly and polite expression that is used to start conversation when you meet someone or welcome someone.

Do you want to know how to say it? Look at the table below

GREETING	RESPONSE
Good morning	Good morning/ morning
Good afternoon	Good afternoon/ afternoon
Good evening	Good evening/evening
How are you?	Fine/Im fine/Not bad/Very well
How do you do?	How do you do

Hi!	Hello
Hello!	Hi
How are you doing?	Fine/I;m fine/Not bad/Very well
How are things?	Fine/I;m fine/Not bad/Very well
How is Life?	Fine/I;m fine/Not bad/Very well

E. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik kemudian mengajak tepuk semangat.
- Guru memberikan pertanyaan mengenai tentang ucapan salam (Greeting) -
 - Kalian tahu namanya ucapan salam?
 - Kira-kira contoh ucapan salam apa yang kalian tahu?
 - Apakah tadi kalian sudah mengucapkan salam sama orang tua kalian dan guru-guru kalian?
 - Menurut kalian itu ucapan salam itu apa?
- Guru menyampaikan tema materi.
- Guru menyampaikan tujuan pembelajaran yang akan dicapai dan proses yang akan dilalui peserta didik.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang ungkapan ucapan salam *Greeting* dalam bahasa Inggris dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII
- Peserta didik menulis hasil dari membaca, mencermati dan memahami materi tentang ungkapan ucapan salam *Greeting* dalam bahasa Inggris dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII
- Peserta didik mempresentasikan hasil dari membaca, mencermati dan memahami materi tentang ungkapan ucapan salam *Greeting* dalam bahasa Inggris dari bahan bacaan pada

buku siswa Bahasa Inggris *When English Rings Bell* Kelas VII di depan kelas

- Peserta didik mendapat *feedback* dari guru saat guru mengoreksi hasil pekerjaan peserta didik

Kegiatan penutup

- Peserta didik mengumpulkan hasil LKPD
- Guru menanyakan kepada murid:
 - Apa yang kalian rasakan setelah melakukan kegiatan atau pembelajaran hari ini?
- Guru menutup kelas dengan tepuk PBH (Aku Paham... Aku Bisa... Aku Hebat...)

F. Penilaian

- Sikap: Observasi (Profil belajar pancasila dua dimensi yaitu mandiri dan bernalar kritis).
- Pengetahuan: Tes Tertulis
- Keterampilan: Penilaian Kinerja (Hasil analisis dari informasi yang didapat)

Mengetahui
Kepala SMP Ma'arif NU 01 Purwokerto

Purwokerto, Juli 2024

Guru Mata pelajaran

Tarso, S.pd
NIP. -

TARSO, S.Pd
NIP. -

Lembar Kerja Peserta Didik (LKPD 1)

A. Tujuan

Peserta didik mampu memahami dan mengungkapkan teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan dan dan menanggapi dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

B. Alat dan Bahan

1. Buku Tulis
2. Polpen

C. Langkah Kegiatan

Lakukan sesuai petunjuk berikut:

1. Amati comic strips yang ada pada Buku Paket Bahasa Inggris When English Rings Bell Kelas VII hal 4-8 dengan seksama
2. Tulislah di buku kalian masing-masing ungkapan ucapan salam (greeting) yang terdapat dari Buku Paket Bahasa Inggris When English Rings Bell Kelas VII hal 4-8

D. Pertanyaan

Setelah kalian mendiskusikan dan membuat mind mapping, jawablah pertanyaan berikut dengan benar!

1. Arrange the dialogue in correct order

Hi, Ed. How are you?	Hello, Nadia
I'm fine too, thanks	I'm very well. And you?

Ed :-----
Nadia :-----
Ed :-----
Nadia :-----

2. Fill in the blanks with I or You make good sentence

- a. see----- you tomorrow
- b. -----am fine
- c. Thank----- you
- d. How are -----you doing
- e.-----am very well

3. Complete the dialogues with the appropriate expressions

Ed: Hi, Tita

Tita: -----

Ed: I'm fine. And you?

Tita:-----

4. Match the expression in column A with their responses in column B

Column A	Column B
Hello	Good Morning
How are you	Hello
Good Morning	I'm fine
Hi	How do you do
How do you do	Hi



Modul 2 IT'S ME

Nama Sekolah	: SMP Ma'arif NU 01 Purwokerto
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII / Ganjil
Materi	: IT'S ME
Alokasi Waktu	: 8 JP

A. Capaian Pembelajaran

Memahami, mengungkapkan dan merespon teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan perkenalan diri.

B. Tujuan Pembelajaran

Peserta didik dapat memahami, mengungkapkan dan merespon teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan perkenalan diri dengan sangat pendek dengan memperhatikan fungsi social, stuktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Profil Pelajar Pancasila

- Berkebinekaan Global
- Mandiri
- Bernalar Kritis

D. Kajian Teori IT'ME

Self introduction / memperkenalkan diri sendiri adalah bentuk ungkapan dan ekspresi yang digunakan oleh individu untuk memperkenalkan dirinya sendiri.

Ketika kita ingin memperkenalkan diri kita sendiri kepada orang lain, maka berikut adalah ungkapan / ekspresi yang biasa digunakan:

- Let me introduce my self..
- I want to introduce my self
- Good morning friends, my name is..

	Question	Answer
Asking for people's name	What is your name?	My name is Habibie Syafa Putra
Asking for people's address	Where do you live?	I live in Purwanegara

Asking for people's old	How old are you?	I'am 12 years old
Asking for people's hobbies	What your Hobby?	My hobbies are playing football and playing online gamse

Example

Hello, good morning friends,
 Let me introduce myself, my name is Habibie Syafa Putra, please you can call me Habibie.
 I,am from Purwokerto
 I live in grendeng
 Now I'am 12 years old.
 My hobbies are playing football and playing online game.
 That all about me, thank you.

E. Langkah-langkah Pembelajaran

1. Pertemuan 1

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik kemudian mengajak tepuk semangat.
- Guru memberikan pertanyaan mengenai perkenalan diri (Introduce self)
 - Kalian tahu namanya perkenalan?
 - Kira-kira contoh perkenalan diri apa yang kalian tahu?
 - Apakah kalian sudah mengenal satu sama lain?
 - Menurut kalian perkenalan diri itu untuk apa?
- Guru menyampaikan tema materi.
- Guru menyampaikan tujuan pembelajaran yang akan dicapai dan proses yang akan dilalui peserta didik.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang ungkapan mengenai *Introduce self* dalam bahasa Inggris

dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII

- Peserta didik menulis hasil dari membaca, mencermati dan memahami materi tentang *Introduce self* dalam bahasa Inggris dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII
- Peserta didik mengerjakan latihan dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII
- Peserta didik mendapat *feedback* dari guru saat guru mengoreksi hasil pekerjaan peserta didik

Kegiatan penutup

- Peserta didik mengumpulkan hasil LKPD
- Guru menanyakan kepada murid:
 - Apa yang kalian rasakan setelah melakukan kegiatan atau pembelajaran hari ini?
- Guru menutup kelas dengan tepuk PBH (Aku Paham... Aku Bisa... Aku Hebat...)

2. Pertemuan 2

Kegiatan Pendahuluan

- Guru mengucapkan salam, mengajak peserta didik memulai pelajaran dengan berdoa, mengecek kehadiran peserta didik, menanyakan kabar peserta didik kemudian mengajak tepuk semangat.
- Guru memberikan pertanyaan mengenai pengenalan diri (*Introduce self*)
 - Kalian kemarin belajar tentang apa ya?
 - Apa tujuannya kita memperkenalkan diri kepada orang lain?
 - Kira-kira apa yang kalian sebutkan ketika memperkenalkan diri?
 - Apakah kalian sudah mengenal satu sama lain?
- Guru menyampaikan tema materi.
- Guru menyampaikan tujuan pembelajaran yang akan dicapai dan proses yang akan dilalui peserta didik.

Kegiatan Inti

- Peserta didik membaca, mencermati dan memahami materi tentang ungkapan mengenai *Introduce self* dalam bahasa Inggris dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII
- Peserta didik Menyusun teks perkenalan diri secara singkat dalam bahasa Inggris dari bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII
- Peserta didik mempresentasikan teks perkenalan diri yang telah disusun secara singkat dalam bahasa Inggris berdasarkan bahan bacaan pada buku siswa Bahasa Inggris When English Rings Bell Kelas VII di depan kelas
- Peserta didik mendapat *feedback* dari guru saat guru mengoreksi hasil pekerjaan peserta didik

Kegiatan penutup

- Peserta didik mengumpulkan hasil LKPD
- Guru menanyakan kepada murid:
 - Apa yang kalian rasakan setelah melakukan kegiatan atau pembelajaran hari ini?
- Guru menutup kelas dengan tepuk PBH (Aku Paham... Aku Bisa... Aku Hebat...)

F. Penilaian

- Sikap: Observasi (Profil belajar pancasila dua dimensi yaitu mandiri dan bernalar kritis).
- Pengetahuan: Tes Tertulis, tes lisan
- Keterampilan: Penilaian Kinerja (Hasil analisis dari informasi yang didapat dan praktik berbicara didepan kelas).

Purwokerto, Juli 2024

Mengetahui

Kepala SMP Ma'arif NU 01 Purwokerto

Guru Mata pelajaran

Tarso, S.pd
NIP. -

TARSO, S.Pd
NIP. -

Lembar Kerja Peserta Didik 2 (1)

A. Tujuan

Peserta didik dapat memahami, mengungkapkan dan merespon teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan perkenalan diri dengan sangat pendek dengan memperhatikan fungsi social, stuktur teks dan unsur kebahasaan yang benar dan sesuai konteks

B. Alat dan Bahan

1. Buku Tulis
2. Polpen

C. Langkah Kegiatan

Lakukan sesuai petunjuk berikut:

1. Amati comic strips yang ada pada Buku Paket Bahasa Inggris When English Rings Bell Kelas VII hal 25 dengan seksama
2. Tulislah dibuku kalian masing-masing ungkapan perkenalan diri (*Introduce self*) yang terdapat dari Buku Paket Bahasa Inggris When English Rings Bell Kelas VII hal 25

D. Pertanyaan

Isilah titik-titik dibawah ini!

1. Fill in the blanks!

Yunus : ...

Ilma : My name is Ilma

Gina : Hi, my name is Gina, what is your name?

Rahmat : My name is Rahmat

Gina : ...

Rahmat : I'm from Purbalingga

Rahmat: "Every Sunday, I ... beach with my family".

2. Arrange the dialogue in correct order

my name is Janet	I'm from Malang, where do you come from ?
	Hello, My name is Luna. What's your name?

Luna :

Janet :

Luna :

Janet :

3. Fill in the blanks with appropriate sentences!



Lembar Kerja Peserta Didik 2 (2)

A. Tujuan

Peserta didik dapat memahami, mengungkapkan dan merespon teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan perkenalan diri dengan sangat pendek dengan memperhatikan fungsi social, stuktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

B. Alat dan bahan

1. Buku tulis
2. Pulpen

C. Langkah kegiatan

Lakukan sesuai petunjuk berikut:

1. Amati comic strips yang ada pada Buku Paket Bahasa Inggris When English Rings Bell Kelas VII hal 30-31 dengan seksama
2. Tulislah di buku kalian masing-masing ungkapan perkenalan diri (*Introduce self*) Kelas VII hal 30-31

D. Pertanyaan

1. Lengkapi kalimat dibawah ini!

Hello, My name is.....

I'm student of...

I live in.....

My hobby is / Hobbies are....

My favorite color is....

My favorite food

Nice to meet you.

2. Practice in front of class

Appendix 7. Documentation Photograph

- Teacher Interview



- Students Interview



Student 1



Student 2



Student 3



Student 4 and Student 5



Student 6

- Classroom Activity



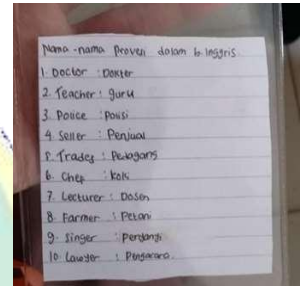
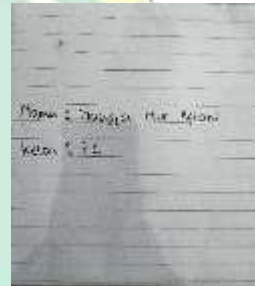
Picture 1. Prepared Talks



Picture 2. Pair Group



Picture 3. Discussion Activity



Picture 4. Identity Cards



Picture 5. Communication Games



Picture 6. Ice Breaking

BIBLIOGRAPHY

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Hobby : Travelling
Motto Hidup : Don't say it's impossible before you try it before you die

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2. SDIT Asy Syura'a Batam (2006-2012)
3. TK Al Jannatul Ilmi Batam (2004-2006)

Pengalaman organisasi:

1. Pengabdian Aceh (2018-2019)

Purwokerto, 18 April 2025

Hormat saya,



Shabrina Amelita