TEACHERS’ STRATEGIES IN OVERCOMING SPEAKING ANXIETY IN ESP CLASSROOM

THESIS
Submitted in Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan

MARIA KARTIKA PRIMAQUINNA SEJATI
112015040

ENGLISH LANGUAGE EDUCATION PROGRAM
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Abstract

The present study aims to investigate the strategies that English for Specific Purposes (ESP) teachers use to overcome speaking anxiety in ESP classroom. This was a qualitative study. The data were taken using interviews. The questions were adapted from Lucas (1984), Hashemi and Abbashi (2014), and He (2017). The participants of the study were ten ESP teachers from Salatiga and Semaran. The participants have minimum three years teaching experiences. The study revealed that there were eleven strategies that the teachers use in the teaching and learning process. The strategies were classified into three, i.e.: creating safe learning environment, using students’ L1, and involving students in classroom activities. The study showed that creating safe learning environment was often used by the majority of the participants to help students to overcome speaking anxiety. The strategy was implemented by showing positive attitude and showing the students that their study process was also assessed not only the result. The least used strategy was using students’ L1 to make students feel relaxed. The findings of the study are expected to be useful for student teachers or language teachers who teach ESP.

Key words: teachers’ strategies, anxiety, ESP.

INTRODUCTION

One of the indicators of a successful language learning process is when the learners can use the target language to communicate with other people. This indicator was actually the goal of ESP students too. The ability to communicate in English already become a necessity for the students because they are directly dealing with costumers. For example: hotel staffs when they have to respond their customers’ order in English or managers to negotiate with clients from abroad. They must have the desire to be fluent in speaking English to provide the best service for their costumers.
Since ESP classroom is different from language classroom in general, there are many students struggle to speak English fluently. This might happen because of several factors. One of them, as some students admit is anxiety. Liu and Zheng (2015) said that when the students are in a high level of anxiety, it can impede them in receiving and processing the knowledge. Some researchers also believe that the students who are anxious likely to have poor academic performance. A study conducted by Vitasari (2010) proves that when the students are anxious or insecure they are hardly to concentrate on the lesson. They are not paying attention to what the teacher says because they are uninterested in the lesson itself. It means that the students have a tendency to firmly shut off the L2 when they feel anxious, nervous, or frustrated because of the difficulties to understand the L2 in the term of communication.

In relation with anxiety issues, there are several studies that are already done. The first study was conducted by Burden (2004). He examined the cause of speaking anxiety among university students in West Japan. Meanwhile, Ansari (2015) provide an in-depth analysis of the relationship between anxiety, students’ performance, and the anxiety agent. Both of the study results indicated most of the students feel nervous to speak English with no preparation beforehand and also afraid of negative evaluation. The study from He (2017) investigate the strategies to cope with speaking anxiety. Through his study, he reveals more than thirty strategies that can be used to overcome speaking anxiety. These studies have discovered some strategies that could help to deal with speaking anxiety.
Additionally, all the three researchers mention in their study that collaborative classroom activity, small group activity and focusing more on meaning rather than on form can ease the students’ feeling when they have to speak using the target language. Through this study, the researcher wanted to examine the strategies that the teacher uses in the classroom to minimize speaking anxiety. This paper was similar to He (2017) study. The differences was in the context where this study was conducted. The study was taken place in informal education (i.e. English course) in Salatiga and Semarang. So far, there had been little discussion about strategies to overcome speaking anxiety in the context of ESP.

This study was conducted to revealed the various strategies that the teacher use to encourage the students to speak in the target language and cope with speaking anxiety in ESP classes. Therefore, this study was guided by a research question: What do ESP teachers do to help the students to overcome speaking anxiety in ESP classes?

The findings of the study are expected to be beneficial for the student teachers or the language teachers who teach ESP classes when they find students with speaking anxiety. It is also expected that the result of the study can be a reference for any teachers who are facing similar problems.
LITERATURE REVIEW

Anxiety

Before discussing the teachers’ strategies further, it is better to begin with the idea of anxiety in language learning. Anxiety is a series of negative emotions that often occur in the classroom. According to Suleimenova (2013) anxiety is defined as an unfavorable feeling inside a person’s mind which is full of negativity. It can be an excessive and unrealistic feeling which often interfere the daily function of work, school, and social activities. In addition, Aragao (2011) notes that there is a relation between emotions and anxiety-provoking in the foreign language classroom. In his study, he says that a series of emotions like shyness, pride, embarrassment, and self-esteem are affected by the relationship between students’ beliefs and their own self-concept, as an example students may feel insecure when they have to speak or do activity that use the second language. They are afraid if their friend will criticize them or they make mistake while pronouncing some words. This negative thought can give bad influence toward students’ performance in language learning. Dornyei (2005) mentions that when students do not feel secure in the way they are learning, they will not want to improve their performance during the learning process. They will be focused more on their mistakes instead of the learning itself.

Speaking Anxiety

Many people who learn a foreign language feel anxious when they have to speak. Usually, the feeling of anxiety appear with signs like an unnatural heartbeat, sweating and trembling (Atas, 2015). Especially, when they have to
give an oral presentation in front of the public (Zheng, 2008). Additionally, Basic (2011) states that it is a psychological sign of anxiety that is being expressed when a person is afraid to speak. It is believed that anxiety can impede someone's capability in speaking because she or he will not focus on the speaking process. McIntrye and Gardner (1991) as cited in Atas (2015) say that speaking is the most anxiety-provoking skill compared to the other English skills like reading and writing. It is probably because unlike writing and reading which allow the learners to correct and contemplate, listening and speaking have a high level of concentration in processing input into output at the same time. This phenomenon is in line with a study done by Chiu, et al (2010) which state that the anxiety is likely to happen when the students are trying to produce the language output like speaking. The anxiety seems to affect learners’ self-confidence which make them become silent in the class even though they have something that is worth hearing. In addition, Chiu et.al (2010) state that when the learners have to speak using English, they easily feel anxious (p.109). The anxiety gets worse when they have to speak English without any preparation.

**Teachers’ Strategies**

There are some research that discover and classify several strategies which can be used to cope with speaking anxiety in language classes. Lucas (1984) proposed two strategies: 1) creating a warm-hearted learning environment, 2) involving students in various classroom activities. The research sdone by Liu and Jackson (2008) also found ten listed strategies to overcome foreign language speaking anxiety in China, namely:
1. Teachers need occasionally point out students’ self-achievement to build up their self-confident.

2. Teachers have to try various activities that catch students’ interest.

3. Teachers help the students to set the goal in communication skill learning.

4. Teachers should encourage the students to use the target language more.

5. It is very important for teachers to let or help the students to expose themselves with the target language inside or outside the classroom.

6. Teachers should encourage the students to often practice the target language.

7. Teachers should be aware of students’ English proficiency by letting them self-rating their English proficiency.

8. It is necessary for teachers to provide various kind of material where the students can practice their English with different people or different situation. So, it can help them to be confident to speak English in different context.

9. It is important for the teacher to facilitate interactive group discussion where the anxious students are willingly to participate in the classroom discussion.

10. Teachers need to establish non-threatening learning environment for students to start to speak in target language.
However, only a couple of people who suggest providing “friendly, supportive, non-threatening learning environment” for the students.

Hashemi and Abbashi (2013) found twenty strategies that support the teacher to deal with oral anxiety. However, it turns out only ten that are used by language teachers, namely:

1. It is necessary for language teachers to acknowledge the existence of anxiety within the students.
2. Teachers are encouraged to use communicative approach to let the students who have minimum English exposure to practice their skill more.
3. Teachers’ friendly, cooperative and helpful behavior are taken into account to create supportive learning environment.
4. It is better for teachers to help students to view their mistakes as part of learning process in order to acquire communication skill.
5. Teachers should emphasize more on formative assessment and feedback to reduce students’ fear toward negative evaluation.
6. Sometimes teachers should initiate the classroom discussion.
7. Teacher should avoid the activities that promote early frustration.
8. It is recommended for the teachers to direct students’ thought to avoid self-centered worries.
9. Teachers familiarity toward students’ ethnic and culture.
10. Teachers training on general psychology service to deal with anxious students in their classes.
The study encourages the teacher to acknowledge the anxious students and the assessment technique is put into concern. In addition, He (2017) presents thirty-two strategies to deal with foreign language speaking anxiety which include teacher characteristic and behavior (humorous, patient, easy-going, and lively), teacher teaching creativity in teaching and using the appropriate way to correct students’ error. Young (1992) in her interview with four reputable linguistic experts are successfully identified sixteen strategies to overcome speaking anxiety which include students work in a group or in pairs, avoid to force the students to speak before they are ready, and do not corner the students due to their language error. Therefore, the strategies are categorized according to the findings from the previous study.

Creating Safe Learning Environment
Lucas (1984) shows that there is a strategy that can be used by the teachers to reduce anxiety by creating a warm-hearting environment. He states that it is important for the teacher to help the students become familiar with the course and to help them to use gambits appropriately in speaking. When the teacher can establish a comfortable situation for students to learn, students will not be burdened with the thought that they are making a lot of mistakes.

Some points are made according to Hashemi and Abbashi’s (2013) study to help teachers overcome students’ speaking anxiety by making sure that it is tolerable to make mistakes during the learning process. It will make the students feel secure to take the risk to speak in the target language. Also, the assessment that the teacher used is better in a form of formative assessment. The assessment
is done during the process of learning. The teacher can make it as feedback for a whole class by repeating the utterances using the correct grammatical form. Another way is by starting the activity with the simple one. It will give the students self-security to try to speak in English. It makes the students feel satisfied and relaxed during the learning process. It is not recommended for the teacher to begin the lesson with the activity which promotes early frustration. It is also important for the teacher to always reminds the students to view mistakes are also part of learning (Ansari, 2015).

Additionally, Tanveer (2007) also states that the teacher should explicitly show the effort to established good rapport with the students. This kind of relationship will help the students to speak more freely with less anxiety. It could be in the form of project work or establishing a learning community and supportive classroom atmosphere.

*Using Students’ LI*

Perhaps by allowing the students to use their first language in speaking class can help them to overcome their speaking anxiety. A study conducted by Bruen and Kelly (2014) state that most of the participants in the Japanese and German class agree that using their first language in the second language classes make the learning environment more relaxed and less intimidating (p.9). In the speaking context, students’ first language is usually used to convey their message—when they cannot find the exact words in English due to lack of vocabulary.
Similarly, the result of Grasso’s study (2012) proves that it is about twenty percent of the respondents agree or strongly agree that using the first language makes them feel more motivated and happier (p.3). The result might not present a significant amount of number on how the first language can guarantee the students’ self-confident in second language learning, but it is an important fact for the teacher which cannot be disregarded since the first language can motivate students to speak more in English. This is also supported by Schweers (1999) who say that when the students use the first language, it is like securing the chances for the students to express themselves better. Then, the students will not reluctant to take a risk to speak (p.7). In other words, students can gain more confidence to speak English.

Involving Students in Classroom Activities

Nagahashi (2007) highlights in her study that Cooperative Learning can be the tool for the teachers in reducing speaking anxiety in learning process. Gillies (2007) defines that Cooperative Learning is an activity where the students work in a small group to achieve a certain goal together. It can be in a form of pair work or group work consists of 3-4 students. Involving students to work in a small group, the researchers believe that it can encourage students to speak more using the target language since it provides a non-threatening situation and learner-centered environment. A study conducted by Castrillon (2003) and Ansari (2015) suggest that activities like role plays, games, or mini drama performance are proven that it is able to encourage students to develop their speaking ability.
Relevant Studies

Burden (2004) has done a study on students anxiety. The study involves 289 university students in West Japan. The study reveals that almost 60% of the students feel insecure with their English ability, 50% percent of them also agree that they feel anxious when they have to speak in English without any preparation and 40% of the students mention that they feel uneasy when the teacher is asking them a question and expect them to directly answer it. In this study, Burden states pedagogical implications which put teacher as the facilitator to reduce speaking anxiety. His study shows that encouraging group and pair work or makes the classroom atmosphere less competitive helps the students to alleviate their speaking anxiety.

Ansari (2015) examines the major cause of speaking anxiety to his 30 twelfth grade students. His findings show that ten of his students are suffering from speaking anxiety due to fear of negative feedback and lack of confidence with their English ability. He also mentions in his study, the role of the teacher is ‘teacher as a researcher’ which is the teacher needs to know the students’ perception toward speaking activity and affirm the reason behind the unwillingness to engage in oral production activity as the strategy to cope with speaking anxiety.

Additionally, He (2017) examines 302 university students and 30 teachers in two different universities in China. His study is about to explore the strategy to cope with speaking anxiety. Through the data collection using
questionnaire and focused interview, this study found that teachers’ characteristic plays a major role in a way to reduce speaking anxiety in classes. The study suggests that it is better that the teachers is friendly and humorous. It is because the students think that when their teachers are hilarious, they feel happy and want to participate in classroom activity.

A study conducted by Anandari (2015) investigates the causes of speaking anxiety and the strategy to cope with it between 24 university students in Sanata Dharma University Yogyakarta. Her study discovers the factors that cause speaking anxiety among students, namely: fear, shyness, and discomfort. Also, through her study, she reveals that self-reflection can be beneficial for students to overcome speaking anxiety. It is because the students can reflect upon their strengths and weaknesses, contribute problem-solving toward their performance in speaking activity and increase their confidence in speaking.

A similar study is done by Prastiwi (2012) in her study about Factors Contributing Students’ Anxiety in Interpersonal Speaking Class in Universitas Kristen Satya Wacana. The result of the research points out that many students are still struggle with speaking anxiety due to the thought of afraid of making mistakes, lack of vocabulary, grammatical error and low level of self-confidence. Therefore, this study suggests that the students to prepare the material before the speaking activity as the strategy to deal with speaking anxiety.
Figure 1 Teacher’s Strategies adapted from Lucas (1984), Hashemi and Abbashi (2013), He (2017)
THE STUDY

The study used qualitative method to analyze the data. The reason why this study used qualitative method because the researcher wanted to hear various strategies to cope with speaking anxiety through the interviews when collecting the data. Denzin and Lincoln (2000) define qualitative research as a method which is used to make sense of, or to interpret the phenomena that occur in society.

Context of the Study

The study took place in several English courses and some private tutors around Salatiga and Semarang which offer English for Specific Purposes program. These institutions were believed that they are able to cater the needs of students’ English skills improvement through various tasks and activities.

Participants

The participants of the study were ten teachers from English Course or English private tutors around Salatiga and Semarang who have at least 3 years experiences in teaching English for Specific Purposes. The participants consisted of male and female (age 25-40) and they are currently teaching in one of English course in Salatiga and Semarang. The main consideration is according to the length of teaching experience. It assumed that the teachers had experience in dealing with the students who struggle with speaking anxiety in ESP classes. Hence, they were pretty much aware in how to overcome the speaking anxiety and implement the strategies to encourage students to speak more in class.
Data Collection Instrument

This was a qualitative study. The consideration in using interview was the researcher wanted to know various strategies that the teachers used in classes. The interview questions were made after classifying the strategies to overcome speaking anxiety according to of Lucas (1984), Hashemi and Abbashi (2013) and He (2017)’s research (see figure 1). A recorder was used during the interview and the recordings were kept as the evidence of the interviews.

Data Collection Procedures

The data collection procedure started by contacting the English courses or private tutors in Salatiga and Semarang. The researcher made appointments with the teachers. The interview is conducted twice in a week—one teacher a day. The researcher came to the institution to collect the data. Before conducting the interview, the participants were asked the basic information like name, age and teaching experience. Also, they are informed that the interview were recorded and their identity remained confidential.

Data Analysis Procedures

After the data were collected, the researcher transcribed the result of the interview. After that, the data were classified based on the figure 1 under the three main categories:
1). creating safe learning environment, 2). using students’ L1, 3). involving students in classroom activity. Second, after the data were classified, the researcher selected the answers. Only the answers that were suitable and related to the study were put into discussion. Third, if there were any responses that were
not included in the figure 1, the data were grouped in the different themes. The data analysis result was described and interpreted qualitatively.

**FINDINGS AND DISCUSSION**

The study revealed that the teachers used several strategies to help the students overcome speaking anxiety in ESP classrooms. Those strategies were classified into groups according to Lucas (1984), Hashemi and Abbashi (2013, and He (2017): 1) creating safe learning environment 2). using student’s first language 3). involving students in classroom activity. Each strategy will be elaborated in the discussion.

**Creating Safe Learning Environment**

Creating safe learning environment is one of the strategies that the teachers use to overcome anxiety within students in ESP classes. However, the idea of creating safe learning environment is still general. Therefore, according to the interview questions under creating safe learning environment (see appendix) the researcher classifies the seven questions into five smaller strategy components. They are encouraging positive self-talk, assessment is done during the process, avoiding on the spot correction, engaging students in classroom activity, and showing positive attitude.

Referring to the study, nine out of ten participants were assessed the students in process of learning and showing positive attitude as the strategies to cope with speaking anxiety. They also use the other strategies but the result is not
significant as the two strategies mentioned above. The number of strategies applied by the participants can be seen on figure 2.

![Figure 2. Creating Safe Learning Environment](image)

**Encouraging Positive Self-talk**

According to the data analysis, the researcher found four participants applied encouraging positive self-talk strategy in the classroom. However, there was no specific detail on how the participants implemented this strategy to reduce speaking anxiety. All of them were simply motivated the students to be more confident in speaking, to believe in themselves, and to keep trying as it was illustrated in the following excerpt:

Excerpt 1

“I think the best strategy is to make them feel confident and give suggestion that it is okay to make mistake….you are still learning.” (Participant G)
Assessment is Done During Process

In connection to assessment, the researcher analyzed the responses regarding the question: how do the teachers assess their students? It turned out from the data analysis it was found that nine participants did the assessment during the process of speaking activity. Getting deeper to the analysis the researcher discovered one participant used a specific method in order to assess the students. Participant E used a rubric as the tool to evaluate the students speaking skill. He mentioned in the interview that he focused on one student without letting the student knew that he or she was being assessed.

Excerpt 2

“We apply an assessment, we create rubric, I’ve got 10 students I will focus on one student without letting them know that they are being assessed” (Participant E)

The strategy that was used by Participant E was also found in the study of Tang (2016) when assessment is conducted in the middle of the learning process teachers could regulate learning strategies, promote students’ cooperation, motivates the students in a non-threatening situation and also the students are assessed using a rough grade. The participants’ believed that when the assessment was done during the daily speaking practice, the teachers were able to determine the suitable feedback that could help the students to improve their speaking skills where in the end of the day the students were no longer anxious to speak English.
Avoiding on the Spot Correction

The responses regarding a question: do the teachers correct students’ mistake on the spot? It showed that eight participants did this strategy in class. The researcher tried to examine further the way the participants correct the students’ mistakes especially in speaking. It was found that two participants who mentioned specifically how they corrected the students’ mistakes. One of the participants said that by taking a note and bring the mistake as the feedback for the whole class. Another participant mentioned that by repeating the ‘problematic’ utterances can be the way of the teachers to correct students’ mistakes especially in pronunciation.

Excerpt 3
“I just take a note and I will show it during the evaluation after class.” (Participant C)

Excerpt 4
“We ask them to repeat the correct version. For example, if one student makes mistake of course we know at that time that we have to do drilling to correct the pronunciation.” (Participant E)

In relation with the statement of Participant E, a similar finding was also found in Nizegorodcew (2007) which stated in his study that for lower level English speaker, immediate correction could have negative influence toward their self-esteem in speaking. He also stated that using gentle correction (recast) by repeating what the students said using the correct form. Thus, by using this correction method the teachers turn one student mistake as a feedback for the whole class without discouraging the student.
Engaging Students in Classroom Activities

In the case of engaging students in classroom activities the result of data analysis in the transcribed document the researcher found that in this study that seven participants said that they interconnected the students through classroom activities which aimed to reduce speaking anxiety.

Among these participants, the researcher analyzed more data and discovered that one participant actually conducted warm up activity as the way to engage the students in lesson. He said that he prepared the students by giving them vocabularies related to the material. He also stated that teachers could created a game like a racing game where the students could be familiar with the words without thinking too much. According to Tseng (2012) teacher can conduct warm up activity to establish comfortable situation for students to learn.

Excerpt 5

“We have a phase like in the very beginning of course that we have to warm up. To warm up we start with elicitation, technical questions, and then pre-teach vocab.”

( Participant E)

The same strategy was also conducted by Wahjudi (2010) to teach reading. He said that in the beginning of reading lesson teacher should start with pre-reading activity to ensure that the students understand the topic and have adequate vocabulary.

Showing Positive Attitude

Referring to the question related to teachers’ positive attitude toward students the transcribed document was analyzed and the result was that nine
participants gave positive attitude in classroom in order to reduce anxiety in speaking.

The researcher specify what so-called positive attitude according to data analysis result into three sub-themes: 1). Humorous, 2). Enthusiastic, 3). Patience. Reviewing the data classification, it was found that seven participants use humor to show positive attitude. One of the participants gave them a model on how to speak in enthusiastically and the other one prefers to be patient in teaching speaking.

Excerpt 6
“I try to make a joke so they don’t feel so frustrated.” (Participant D)

Excerpt 7
“Well yeah, I have to give them example to be enthusiastic when we speak. If you are not interested in what you are saying then how you can make people interesting in your speaking. You have to be highly motivated.” (Participant I)

Excerpt 8
“Being patient with especially slow learners is challenging. Yet, as much as possible I have to be patient when teaching them” (Participants A)

However, one participant did not show the positive attitude through the three sub-themes mentioned in the figure 2. This participant said that she gave her students small talked in order to build a good relationship between teacher and students.

Excerpt 9
“I like to be pro-active. So, I approach them and talk to them even though they only say yes or no” (Participant C)
This phenomenon was also discovered in He’s (2017) study that it is desirable for teacher to have a hilarious and high-spirited personality in order to cope with students who have oral communication anxiety. The participants thought that to cope with students’ anxiety in speaking was to establish a good rapport between teachers and students. It could not be done if teachers’ personality did not take part to help the students deal with speaking anxiety.

Using Students’ L1

Using students’ L1 is another strategy that teachers use to overcome speaking anxiety. To give better understanding, the use of students’ L1 in this study is specified into three parts whereas using students’ L1 to make students feel less intimidated, to make students feel relaxed, to make students feel motivated and happier.

In contrast with other findings mentioned previously, only four of ten participants used students’ L1 as their strategy to minimize anxiety. The number is not really significant compared to the other strategies. It could be seen in figure 3.

The researcher also found that there were opposite opinions in the use of L1 to overcome speaking anxiety. These findings are discussed in the following section.

Making Students Feel Less Intimidated

This study examined the use of students’ L1 in order to make students feel less intimidated. Through the analysed data the researcher found out that only four from ten participants who used students’ L1 to make them feel less intimidated. The cause of participants using L1 in speaking class was mainly for instruction and
explanation purposes. It could help them to comprehend the message from the language.

Excerpt 10

“I use Indonesian to deliver the instruction so the students can understand what I am saying.” (Participant B)

Moeller and Roberts (2013) suggest to use code-switching as an effective technical method which uses L1 as the connector of language knowledge. Teacher can use this method to convey the message to students when they teach speaking material.

Figure 3. Using Students’ L1

Making Students Feel Relaxed

The data presented that only two participants that administered using L1 to make students feel relaxed. One of the interviewees stated that she used students’ first language to make students feel relaxed to speak English. She used first
language mainly to make joke to her students so they were not felt too much pressure when speaking.

Excerpt 11
“I speak Bahasa [first language] especially for joking and the class will be more relaxing” (Participant H)

Through the data the researcher assumed that by using first language to make a joke the teachers hope that the students were felt less anxious and they can have better self-expression when speaking (Bergsleighner, 2002).

Making Students Feel Motivated and Happier

In relation with the question: do the participants use L1 to make students feel motivated? The researcher analyzed the answers and found out that three participants occasionally used students’ L1 to make them feel motivated in order to reduce speaking anxiety. Two participants said in the study that they used L1 when they gave compliment or gave the students encouraging speech to be confident to speak English. The excerpts below illustrated on how the participants used L1 to make students feel less intimidated.

Excerpt 12
“I appreciate their good job by giving rewarding and motivating expressions in Indonesian language, such as “Wow..kereeen!” (Participant A)

Excerpt 13
“Yes. I use Indonesian to tell them about life lesson and also encourage them to use English more.”(Participant B)
The strategies illustrated in excerpts 12 and 13 were similar with the strategy in the study of Ciprani (2001) about oral participation in beginner group revealed that the use of L1 in classroom established an oral participation between teacher and students. She also stated that teacher utilized L1 to explain about vocabulary, to communicate tasks, and to encourage students to speak English. Moreover, an observation conducted by Liao (2006) when the teachers allow the students to use both L1 and the target language resulted in more participation and meaningful communication.

However, according to data presented in the figure 2 the small number of participants who used the particular strategy indicated that there is no urgency to use students L1. The L2 proponent participants said that it is not necessary to use L1 as the strategy to reduce students speaking anxiety. There are ways for teachers to maximize the use of English in order to cope with oral communication anxiety.

One participant had opposite point of view about using L1 to make students feel less intimidated. He pointed out that the cause of students feel intimidated is not because the language. It was because the teachers ask the students to speak without any preparation.

Excerpt 14

“I use English to motivate them to speak. Intimidation is when we ask them speak in English without any lectures.” (Participant E)

Participant E also believed that the students were actually understand English but they cannot speak. It was because they were not used to English in daily
basis. He thought that by making speaking English as a habit the students were likely not experience anxiety.

Similarly, Participant A argued she used easy words or simple sentences to speak with the students so they could easily understand what she said.

Excerpt 15
“I just simplify my English so that they can understand it better and easier” (Participant A)

She also pointed out that in order to make students feel relaxed to speak in the classroom, teachers’ attitude and the way she communicates with the students are much more being considered instead of the use of L1.

Excerpt 16
“…..what helps students feel more relaxeded is not the use of Indonesian language, but the teacher’s less complicated English and accommodative manners instead.” (Participant A)

Moeller and Roberts (2013) believes that teachers can use comprehensible input while introducing the language concept. It can help the students to decode the meaning of the L2 structure without relying on L1.
Involving Students in Classroom Activities

Involving students in classroom activities is the last strategy discussed in this paper. Role-play, mini drama, and games are the classroom activities that the researcher categorized according to collaborative learning approach as the teachers’ strategies to overcome speaking anxiety.

Figure 4 showed that eight participants used role-play as the classroom activity that was often conducted in classroom to help students reduce speaking anxiety. The other strategies were also used but the results were not that high like the use of role-play.

![Bar chart showing participation in classroom activities](chart.png)

Figure 4. Involving Students in Classroom Activity

Role-play

This section presented the findings regarding the question number one under involving the students in classroom activity: Do you use roleplay in your classroom? The answers were analysed and the researcher revealed eight participants conducted role-play in the classroom. The participants viewed role-
play as the tool to decrease students’ oral communication since it is an engaging activity in classroom. Students can work in pairs with their friends and design a conversation using vocabulary that they were familiar with. The excerpt illustrated on how the role-play is conducted as the strategy used to cope with speaking anxiety.

Excerpt 17
“I apply quite a lot of role-play activities in accordance to their needs as this will enhance their comprehension and give them opportunities to apply all the targeted language in a more real and contextual way.” (Participant A)

Through role-play two students could work collaboratively to achieve a certain goal which was in this term to increase their speaking ability without being pressured. Role-play gave students’ a stimulating atmosphere where they could enthusiastically participate in learning. It also made the students brave to speak using English and gain more vocabulary (Krebt, 2017).

**Mini Drama**

After the data was collected, the researcher found four participants using mini drama as another strategy that they used to reduce speaking anxiety. All of the participants explained that they did the mini drama as the final project. The participants let the students work in group and prepare the text using the vocabulary and the tenses that they were already learned.
Excerpt 18

“We often do that [mini drama] especially in business and hotel program….They perform a drama related to their background. For the hotel they will make a conversation like in restaurant and for business they will make a short meeting.” (Participant G)

The strategy used by Participant G is similar to Tang’s (2016) study which stated that students feel relieved when involved in group atmosphere where they can work collaboratively instead of working as individual. The study also confirmed that when students prepared for drama they did not do the task alone but cooperated and interacted with others. They learned with each other strong points and they enjoyed the process.

Games

The number of the participants who used games in classroom were not as significant as the role-play. Through the data analysis it was found that the limitation of time and place made games could not be administered in classroom but still some participants used games in their teaching. Among four participants, one stated that she used games like speed games to make students speak more in classroom, as she commented in the following excerpt:

Excerpt 19

“…..especially if it is a speed game. They become very competitive.” (Participant C)

In addition, Participant A mentioned in the interview about what kind of games she uses in class. She said she uses whispering games and hot seat. These games were games that promote students to speak using English. Here, she also
specifically mentioned on how she conducted the games to make students become more confident to speak in English.

Excerpt 20

“I adjust the types of games in such a way that they enable first, to ‘‘wrap the students’ tongue’’ (meaning they get used to using the target language both for the forms and functions) and then use the target language in freer contexts” (Participants A)

In relation with the statement by participant A, the study conducted by Dewi (2016) stated that communicative games offered a better environment for students to learn and play in the same time. It makes them feel secure in learning and reduce their boredom and stress.

CONCLUSION

This study aimed to answer the question: “What do ESP teachers do to help the students to overcome speaking anxiety in ESP classroom?”. The strategies were divided into three categories which consist of: creating safe learning environment, using students’ L1, and involving students in classroom activity. The most frequent strategies that were used by the participants were assessment is done during process and showing positive attitude under the creating safe learning environment. Nine out of ten participants used these strategies to help students cope with speaking anxiety. Meanwhile, using students’ L1 to make students feel relaxed under using students’ L1 category was the strategy that was rarely used by the participants to overcome speaking anxiety. Only two out of ten participants conducted this strategy. There was a significant difference compared to the other strategies. The
result indicated that it was not really necessary to use students’ L1 to help students overcome their anxiety in speaking.

This study perhaps can be beneficial for the further research related to the strategies to overcome speaking anxiety in ESP context. The findings of the study are expected to help the student teachers or the language teachers as one of the sources when they deal with students who have speaking anxiety especially in ESP classroom by creating safe learning environment, using students’ L1 and involving students in classroom activities.

While the other studies focus on the cause of speaking anxiety and the strategies on how to overcome it from the students’ point of view, this study showed the strategies from the opposite point of view which is from the teachers’ side. The findings of the study reveal the strategy that is often and rarely used by the teachers to overcome speaking anxiety to ESP students which result in more students’ participation in speaking activity. The result of the study indicates that the strategies used are effective to overcome speaking anxiety.

Related to this study, there are implications that are implied. First, teachers’ creativity should take into account in order to create an engaging activity. Teachers can provide power point slide to present the material or add picture to explain the topic that wanted to be discussed. Teachers can create a flash card or cue card to help the students to start speaking. It requires time to create the teaching aid but it can help the students to speak more in class. Second, teachers’ teaching manner should be considered as an important factor in order to help students overcome speaking anxiety. Teachers can spread positivity vibe in the classroom by showing
enthusiasm when delivering the material. Teachers can be pro-active to engage the students into a conversation using simple question to the lower level students.

Despite the effective impact given by the strategies in overcoming speaking anxiety, there are several limitations of this study which perhaps limit the researcher to get a better result of the study. The researcher only obtains the data through the interview due to the short time to collect the data and the limited access to the participants. A suggestion for the similar research in the future it is preferable to conduct classroom observation and make a list of the potential English course or private tutors in other city outside Salatiga that teach ESP before collect the data. Perhaps it can help to gain more data and the result will be different from the current study.
REFERENCES


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APPENDIX

INTERVIEW QUESTIONS

1. How long have you been teaching English for (i.e. hotel staff) ?
2. Have you ever found your students are reluctant to speak English?
3. Have you ever found your students are stuttering while speaking English?
4. Have you ever found your students are trembling while speaking English?
5. Have you ever found your students are silent when you ask them question in English?
6. Have you ever found your students avoid eye contact when you ask them a question in English?

CREATING SAFE ENVIRONMENT

1. How do you assess your students?
2. Do you correct your students’ mistake directly?
3. Do you create your own classroom activity?
4. Do you think you are humorous when teaching?
5. Do you think you are energetic when teaching?
6. Do you think you are patience when teaching?
7. Do you put fun when teaching?

USING STUDENT L1

1. Do you use Indonesian language in your classroom?
2. Do you use Indonesian language to make students feel less intimidated?
3. Do you use Indonesian language to make students feel more relaxed?
4. Do you use Indonesian language to make students feel more motivated
IN VolVING STUDENTS IN CLASSROOM ACTIVITY

1. Do you involve the students in Role-play activities?

2. Do you involve the students in mini-drama performance?

3. Do you use games in your teaching?

4. Do you have any specific strategies to deal with students which are anxious?