

ABSTRACT

Afifah Bintu Abd. Salam Nur. 2026. *Investigating Teachers' Strategies In Reducing Students' Anxiety During Speaking English At MAS An-Nashar Makassar*. Thesis. English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Supervised by Farisha Andi Baso and Maharida).

This research aimed to investigate the strategies used by the teacher to reduce students' anxiety when speaking English and to examine the impact of these strategies on students at MAS An-Nashar Makassar. This research employed a descriptive qualitative design. The participants consisted of one English teacher and ten eleventh-grade students selected through purposive sampling based on the results of an observation checklist. Data were collected through an observation checklist and semi-structured interviews with the teacher and selected students. The findings revealed that the teacher employed five strategies to reduce students' anxiety during speaking activities: establishing a supportive environment, promoting cooperative learning, adapting instructional methods, encouraging positive teacher-student interaction, and incorporating relaxation techniques, music, and humor. The observation results also indicated that students' speaking anxiety was influenced by internal factors, including shyness, lack of self-confidence, and fear of making mistakes, as well as external factors, including lack of preparation, limited vocabulary, classmates, and embarrassment. Furthermore, the interviews with ten students showed five main impacts of the teacher's strategies: developing self-confidence, developing communication skills, creating collaborative learning, increasing motivation, and helping students feel more relaxed and entertained. Overall, the findings indicate that the teacher's strategies contributed to reducing students' anxiety and increasing their confidence to speak English. Therefore, appropriate and supportive teaching strategies can create a more comfortable learning environment and encourage students to participate more actively in speaking activities. These strategies also provided students with opportunities to practice speaking without excessive fear of judgment or making mistakes in class during lessons.

Keywords: Teacher Strategies, Speaking, Students Anxiety, Self Confidence