

ABSTRACT

Zahra Aisyah Aliffa, 2213321026. Teacher's Strategies in Overcoming student Anxiety in Speaking Activities at MAN 1 MEDAN. Faculty of Language and Arts. State University of Medan.2025

This study aims to describe the strategies used by the English teacher in overcoming students' anxiety during speaking activities at MAN 1 Medan. This research employed a descriptive qualitative design, with one English teacher and the eleventh-grade students of the Language Program as the subjects. The data were collected through observation, interview, and documentation, and analyzed using Miles and Huberman's model of qualitative data analysis, which includes data reduction, data display, and conclusion drawing. The findings revealed that the teacher implemented three main strategies to overcome students' speaking anxiety based on Dewaele and MacIntyre's (2014) framework: (1) creating a supportive and safe classroom environment, (2) providing constructive feedback sensitive to anxiety, and (3) using teacher-led communicative activities. The first and second strategies were applied consistently in every meeting, while the third strategy was used less frequently due to time constraints and classroom conditions. The implementation of these strategies proved effective in reducing students' anxiety levels, increasing their confidence, and encouraging active participation in English-speaking activities. The teacher played an essential role not only as an instructor but also as a facilitator who created a positive, comfortable, and non-threatening learning atmosphere. Therefore, the affective strategies applied by the teacher at MAN 1 Medan can serve as a valuable reference for other educators in helping students overcome speaking anxiety and improve their communicative competence in English.

Keywords: teacher strategies, speaking anxiety, speaking activities, English language learning, MAN 1 Medan.

