

ABSTRACT

Sari, Ainah (2026) Investigating The Role of Teacher and Peer-Tutor in Reducing Speaking Anxiety in EFL Public Speaking Classroom

This study examines the role of teachers, instructors, and tutors in improving students' English as a foreign language (EFL) skills in speech classes in Indonesia. Speaking anxiety is a common problem in EFL classes, especially during individual presentations, spontaneous speaking tasks, and formal speaking assessments. The purpose of this study is to investigate how teacher strategies and peer support contribute to creating a supportive learning environment that helps students overcome speaking anxiety.

This study used qualitative research methodology with a case study approach. The research team consisted of a public speaking instructor, several undergraduate students, and a peer tutor from the English Education Department. Data were collected through semi-structured interviews and open-ended questionnaires to gather information about people's perceptions and views regarding speaking anxiety and the environment they faced during speaking activities.

The findings explain that students often experience anxiety when speaking due to limited vocabulary, fear of causing problems with language and pronunciation, lack of preparation, and fear of receiving negative feedback. Teachers emphasize the importance of providing regular speaking opportunities, encouraging group activities, allowing sufficient preparation time, and providing constructive feedback to reduce anxiety. In addition, peer interaction and peer tutoring positively contribute to reducing speaking anxiety by providing emotional support, collaborative opportunities, and a non-judgmental environment. However, peer tutors also face difficulties when helping students with high levels of anxiety, indicating a need for guidance from instructors.

Based on the findings of this study, it can be concluded that reducing speaking anxiety in students requires collaborative efforts between teachers, tutors, and peers. A supportive classroom atmosphere, positive peer interactions, and consistent encouragement are essential in helping EFL students develop confidence and improve their productivity. This study emphasizes the importance of integrating peer-based activities and peer-based coaching strategies into public speaking classes in order to effectively address students' speaking anxiety.

Keywords: Speaking Anxiety, EFL Learners, Teacher Support, Peer Interaction, Peer Tutor, Public Speaking Class