

## ABSTRACT

### **Afrizal, Yose (2024): Exploring The Roles of Classmates and Teachers Support in Reducing Speaking Anxiety Among EFL Students in English Public Speaking Class.**

Speaking ability is crucial for acquiring a language as it allows learners to successfully communicate and develop a greater understanding of the language. When students are learning speaking, they frequently experience speaking anxiety, which can lead to poor academic performance. The purposes of this research is to to find out what are the factors that contribute to student's speaking anxiety and to find out how are the roles of classmates and teacher support that reduce student's speaking anxiety.

The present study utilized a qualitative method employing a case study design. Purposive sampling is used to ascertain the selection of participants. The research involved 30 participants from class A enrolled in English Public Speaking class who are pursuing a major in English Language Education in the 2<sup>nd</sup> semester at State Islamic University of Sunan Gunung Djati Bandung. The research gathers data by utilizing observation, questionnaires, and interviews.

The results of this research indicate that students encountered anxiety while learning English language, and there are multiple factors contributed to their speaking anxiety, namely: (1) Speaking English in front of the class, (2) Lack of confidence in English speaking ability, (3) Afraid of making mistake when speaking English, (4) Worry about being judged by others when speaking English, (5) Speaking English without preparation, (6) More anxious when speaking English than other activities due to lack of practice, (7) The numbers of audience, (8) The topic is unfamiliar or difficult. Furthermore, this research demonstrated that the majority of participants held a positive impression regarding the roles of classmates and teacher support in reducing their speaking anxiety. The roles of classmates and teachers support in reducing speaking anxiety are (1) Classmates provide support, (2) Classmates helps students practice speaking English, (3) Classmates helps students feel more comfortable speaking English, (4) Teacher provide feedback, (5) The teacher create a supportive environment for speaking English, (6) Teacher helps students feel more confidence speaking English, (7) Teacher encourage students to speak English.

In particular, This research recommended that students should take steps to overcome their speaking anxiety by utilizing the roles of classmates and teacher. Teacher should focused on the activities that able to reduce students speaking anxiety. Future researcher should further explore about the role of classmates and teachers that can reduce students' speaking anxiety.

**Keywords:** Speaking anxiety, EFL learners, The roles of classmates and teacher, Reducing speaking anxiety.