

Comparing Levels of English Speaking Anxiety among English Club Extracurricular and Non-English Club Extracurricular Students

Hirman Prayudi Hasan

Universitas Negeri Surabaya

Hirmanprayudi.20013@mhs.unesa.ac.id

Abstrak

Penelitian ini menyelidiki perbedaan tingkat kecemasan berbicara antara siswa klub bahasa Inggris dan non-bahasa Inggris di SMAS SHAFTA Surabaya. Pengamatan awal menunjukkan tingkat kecemasan yang tinggi di kalangan siswa selama kegiatan bahasa Inggris, ditandai dengan rasa gugup, ragu-ragu, dan keengganan dalam latihan berbicara. Dengan menggunakan analisis komparatif kuantitatif dan menggunakan purposive sampling, penelitian ini mengambil sampel 33 siswa dari populasi 194. Data dikumpulkan menggunakan Skala Kecemasan Berbicara Bahasa Asing (FLSAS) dan dianalisis dengan SPSS 27. Temuan ini menunjukkan tidak ada perbedaan yang signifikan secara statistik dalam kecemasan berbicara antara siswa klub Inggris dan siswa klub non-Inggris ($t = 0.470 > 0.05$). Selain itu, analisis komparatif seluruh komponen FLSAS—kekhawatiran komunikasi (0.493), ketakutan akan evaluasi negatif (0.526), dan kecemasan menghadapi ujian (0.420)—mendukung hasil ini. Studi ini menyimpulkan bahwa meskipun klub bahasa Inggris bukan satu-satunya solusi untuk mengurangi kecemasan berbicara, mereka berkontribusi secara signifikan terhadap pendekatan pembelajaran bahasa holistik. Klub bahasa Inggris memberikan latihan terstruktur dan dukungan rekan, menumbuhkan kepercayaan diri dan pengembangan keterampilan. Oleh karena itu, meskipun siswa klub non-Bahasa Inggris dapat berhasil melalui cara lain, klub bahasa Inggris memainkan peran penting dalam memenuhi beragam kebutuhan pelajar, meningkatkan kemahiran bahasa, dan mengurangi kecemasan.

Kata Kunci: Kecemasan berbicara, kecemasan berbicara siswa, siswa EFL, persepsi siswa SMA, keahlian berbicara

Abstract

This study investigates the difference in speaking anxiety levels between English club and non-English club students at SMAS SHAFTA Surabaya. Initial observations revealed high anxiety levels among students during English language activities, characterized by nervousness, hesitation, and reluctance in speaking practice. Employing a quantitative comparative analysis and using purposive sampling, the study sampled 33 students from a population of 194. Data was collected using the Foreign Language Speaking Anxiety Scale (FLSAS) and analyzed with SPSS 27. The findings indicated no statistically significant difference in speaking anxiety between English club and non-English club students ($t = 0.470 > 0.05$). Additionally, comparative analysis across FLSAS components—communication apprehension (0.493), fear of negative evaluation (0.526), and test anxiety (0.420)—supported these results. The study concludes that while English clubs are not the sole solution for reducing speaking anxiety, they significantly contribute to a holistic language learning approach. English clubs provide structured practice and peer support, fostering confidence and skill development. Thus, although non-English club students can succeed through other means, English clubs play a crucial role in addressing diverse learner needs, enhancing language proficiency, and reducing anxiety.

Keywords: Speaking anxiety, students' speaking anxiety, EFL students, foreign language anxiety.

INTRODUCTION

English is challenging for Indonesians due to its status as a foreign language rarely spoken natively within the country. Speaking, an essential communication skill, poses significant difficulties, and many students prioritize

developing strong speaking abilities to enhance their overall language proficiency (Khan & Ali, 2010). Anxiety is a major barrier to mastering foreign language speaking skills, as highlighted by Horwitz et al., (1986) and Naser Oteir & Nijr Al-Otaibi (2019). Opportunities for real-world communicative interactions are crucial for

developing speaking fluency and accuracy (Hasan et al., 2022). Extracurricular activities, such as English clubs, offer a supportive environment that fosters confidence and reduces speaking anxiety (Park, 2015; Simoncini et al., 2012).

These clubs provide structured practice and peer support, enabling students to engage in a range of activities that enhance their speaking and listening abilities (Massri, 2023). Previous studies, including those by Angela & Ardi (2022) and Jayanti et al., (2022) and Supardi et al., (2016), underscore the importance of such activities in mitigating anxiety and improving language learning outcomes. At SMAS SHAFTA Surabaya, where English instruction is notably brief, students' high anxiety levels during English-speaking activities call for a systematic investigation into the factors contributing to this anxiety and the potential benefits of extracurricular English clubs.

This study aims to assess and compare the speaking anxiety levels of English club participants and non-participants, addressing a gap in empirical data and highlighting the role of extracurricular programs in alleviating language-related anxiety.

Types of anxiety

Brown & Evans (2002) categorizes anxiety into trait anxiety and state anxiety. Trait anxiety is a persistent personality trait that causes heightened anxiety across various situations and affects cognitive function, as noted by MacIntyre & Gardner (1991). State anxiety, on the other hand, is situational and temporary, subsiding once the stressful situation ends (Abrar, 2022).

Understanding these types helps in identifying and addressing anxiety's impact on learning and performance. Various scales measure anxiety, including the Foreign Language Speaking Anxiety Scale (FLSAS) by Horwitz et al., (1986), which consists of 33 items assessing fear of negative evaluation, communication apprehension, and test anxiety. These scales reliably evaluate trait, state, and situational anxiety, providing valuable insights into students' emotional states in language learning contexts.

Speaking and Foreign Language Anxiety

English is a crucial skill in Indonesia, yet many students experience anxiety when speaking it, affecting their classroom participation and academic achievement (Suleimenova, 2013). Horwitz et al., (1986) identified language anxiety as a significant barrier, with fear of negative evaluation, communication apprehension, and test anxiety being key components.

Classroom environments, teachers' beliefs, and testing practices contribute to this anxiety. A supportive classroom atmosphere, free from excessive correction

and competition, can mitigate these negative effects and enhance students' confidence and performance in language learning.

English club extracurricular to promote EFL performance

According to Vygotsky's theory on the zone of proximal development, learning emerges from social interactions, involving group activities and communication (Gibbons, 2003). Encouraging conversation and interaction is crucial for improving language abilities. English Language Learners (ELL) often improve through extracurricular activities, which provide a safe environment to enhance public speaking skills (Brown & Evans, 2002; Senior, 2023) support this, noting that students involved in extracurricular activities exhibit better behavior and a sense of community (Senior, 2023).

Mok (2011 in Dewaele et al., (2023)) states that extracurricular activities offer non-formal, student-centered learning spaces where participatory exercises promote deep understanding and intrinsic motivation (Dewaele et al., 2023). Students explore new concepts, engage in problem-solving, cooperative learning, and community involvement in these environments. Extracurricular activities thus help students connect with the community, reducing frustration and aiding adaptation to school culture, thereby enhancing their confidence (Senior, 2023)

Factors affecting students' interest in English clubs

Students may refrain from participating in extracurricular activities or English clubs due to various constraints, classified by the Hierarchical Leisure Constraint Model (Young, 1991) into structural, interpersonal, and intrapersonal constraints (Sari & Esa, 2017).

1. Structural Constraints

Structural constraints include resources such as facilities, equipment, schedules, funding, and information. School facilities significantly influence students' choices for extracurricular activities, highlighting the importance of institutional commitment to maintaining and prioritizing resources (Maamor et al., 2015 in Sari & Esa, (2017)).

2. Interpersonal Constraints

Interpersonal constraints refer to the support or influence from others. Some students lack courage and stay quiet, but interpersonal factors, especially parental support, can foster self-improvement (Maamor et al., 2015 in Armita, (2019)).

3. Intrapersonal Constraints

Intrapersonal constraints involve students' perceptions, consciousness, and self-interest, impacting their choices regarding extracurricular activities. Each student has personal inclinations guiding their decisions (Sari & Esa, 2017).

Characteristics of Non-English Club Students

The characteristics of students who do not participate in English clubs are varied and complex, reflecting a variety of personal, educational, and social factors. Analysis of several studies (Jayanti et al., 2022; Lee, 2014; Nequette & Jeffery, 2021) revealed several salient characteristics that help paint a clearer picture of these students. These characteristics include different levels of language proficiency, different educational backgrounds, and specific perceptions of English clubs.

1. Language Proficiency Levels
Students not participating in English clubs often have lower English proficiency, feeling intimidated or unprepared for English-only environments (Lee, 2014)
2. Previous Educational Background
Limited exposure to English in prior education decreases the likelihood of joining English clubs, resulting in lower confidence and competence in English (Nequette & Jeffery, 2021).
3. Perception of English Clubs
Non-English club students may view these clubs as exclusive to proficient speakers, creating a psychological barrier due to the perceived competitive nature of these environments (Jayanti et al., 2022).

Factors influencing non-participation in English clubs

Students' decisions not to engage in English extracurricular activities are shaped by a mix of external and internal factors. External factors, such as institutional support and resources, peer influence, and family background, significantly influence a student's willingness and capability to join English clubs. At the same time, internal factors, including self-confidence, motivation, and previous experiences with learning English, are equally important in understanding their non-participation. These factors collectively create a complex environment that impacts students' involvement in English extracurricular activities, emphasizing the necessity for a comprehensive strategy to foster their participation.

Internal factors

1. Motivation and Interest: Students lacking intrinsic motivation or perceiving English as

irrelevant to their future goals are less likely to join English clubs (Jayanti et al., 2022; Lee, 2014).

2. Self-Confidence and Anxiety
Low self-confidence and high anxiety about making mistakes or speaking in front of peers deter students from participating in English clubs (Qurnia & Marlina, 2020; Sadiq, 2017).
3. Negative Past Experiences
Poor past performance in English, negative feedback, and previous setbacks contribute to students avoiding English clubs due to fear of failure and stress (Sadiq, 2017).

External factors

1. Peer Influence
Students are less inclined to join English clubs if their peers do not value or participate in such activities, influenced by peer pressure and social norms (Lee, 2014; Senior, 2023).
2. Family Background
Families' attitudes toward English education significantly impact students' participation, with supportive families encouraging involvement in language learning activities (Nequette & Jeffery, 2021).
3. Institutional Resources
Schools with well-equipped language labs, skilled teachers, and engaging curricula encourage participation in English clubs. A lack of these resources leads to feelings of unpreparedness and discouragement (Park, 2015).

The main goal of this study is to assess whether there is a statistically significant difference in speaking anxiety levels between students who participate in English clubs and those who do not. Specifically, it focuses on comparing speaking anxiety between participants and non-participants of the SHAFTA Senior High School English Club. This research aims to provide meaningful insights into the factors contributing to speaking anxiety among senior high school students, which could significantly impact their communication skills.

The study has several significances:

1. For teachers: The findings are expected to inform SHAFTA Senior High School English teachers about the levels of speaking anxiety among their students, thereby aiding in the development of more effective teaching strategies, particularly in speaking classes.
2. For learners: The study aims to provide students with a better understanding of how participation in extracurricular activities like English clubs

can influence their anxiety levels, potentially encouraging more students to engage in such activities.

3. For researchers: The results of this study should provide valuable information to those conducting research on English as a foreign or second language, contributing to the advancement of language teaching theories and practices.

For the purpose of this study, the researcher aimed to determine whether there is a significant difference in English-speaking anxiety levels between students who participate in extracurricular activities and those who do not at SHAFTA Senior High School. Addressing this question is pivotal as it aims to uncover potential disparities in anxiety levels, which can have profound implications for educational practices. By comparing the anxiety levels of students engaged in extracurricular activities to those who are not, this study seeks to provide valuable insights that could inform and enhance language teaching methodologies.

The findings could serve as a foundation for developing strategies to create more supportive learning environments, ultimately benefiting both educators and students in the field of English language learning. The theoretical and practical knowledge gained from this research has the potential to advance educational practices, leading to improved outcomes and a more comprehensive understanding of the dynamics involved in language acquisition and anxiety.

METHODS

This study employs a quantitative approach and comparative analysis to determine significant differences in speaking anxiety levels between students who participate in an English club and those who do not. Quantitative research methods provide a structured way to collect and analyze numerical data, allowing for the precise measurement of variables such as speaking anxiety. This approach ensures that the findings are objective, reliable, and generalizable to a larger population (Ishtiaq, 2019).

Comparative analysis is essential as it enables a direct comparison between English club participants and non-participants, controlling for extraneous variables and focusing on the specific differences between the groups. This method is well-supported in educational research literature, which highlights the value of comparative studies in evaluating educational interventions and their outcomes (Huyler & McGill, 2019; Ishtiaq, 2019). Thus, combining a quantitative approach with comparative

analysis is well-suited to achieve the study's objective of identifying significant differences in speaking anxiety between the two groups of students at SMAS Shafta.

The research population consisted of all 194 students attending Surabaya Shafta SMAS, classified into three grades: 10, 11, and 12. A population is defined as a group of individuals with similar characteristics (Ishtiaq, 2019). The sample for this study was selected using a purposive sampling strategy, focusing on specific criteria relevant to the research objective. According to Ishtiaq (2019), a sample is a portion or proportion of the population under study. The sampled students included English club members and non-English club members who were in the same class as the English club members. This approach ensured that the comparison between the two groups was based on similar educational contexts, thereby enhancing the validity of the findings.

The data for this research was collected through a structured process. First, the researcher distributed the Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire to both English club and non-English club students. After the students completed the questionnaire, the researcher collected and scored them. The data were then classified based on the FLSAS by Horwitz et al., (1986) and Young. Next, the researcher compared the students' speaking anxiety levels according to their learning styles. Finally, an independent t-test was conducted to determine if there was a significant difference in speaking anxiety between the two groups. The FLSAS questionnaire, developed by Horwitz et al., (1986), assesses students' anxiety levels when speaking a foreign language in a classroom setting, focusing on test anxiety, fear of negative evaluation, and communication apprehension.

The independent t-test is a crucial statistical technique for comparing the means of two independent groups to determine if they significantly differ in a given variable (Huyler & McGill, 2019). This test computes a t-statistic value, indicating the magnitude of the difference between two means relative to group variability, which is compared to a critical value determined by the chosen significance level. If the t-statistic exceeds the critical value, it indicates a significant difference between the groups. In this study, the t-test was used to compare the anxiety levels of students who participated in the English Club with those who did not, providing an in-depth understanding of whether participation in the English Club was related to levels of English-speaking anxiety.

RESULTS AND DISCUSSION

The primary aim of the research was to assess whether there is a statistically significant difference in speaking anxiety levels between students who participate in the

English club and those who do not. The data collected through the Foreign Language Speaking Anxiety Scale (FLSAS) questionnaire were analyzed using quantitative methods, including descriptive statistics and an independent t-test. The results are organized into several sections, each addressing specific research questions and hypotheses formulated in the study. This chapter also interprets the findings in the context of existing literature, discusses their implications for English language teaching and learning, and suggests potential areas for future research.

English club foreign language speaking anxiety level

The table below presents the anxiety levels of 33 students who participate in the English club, as revealed by the speaking anxiety questionnaire. The results show a range of anxiety levels among the students. Specifically, one student (3.03%) reported feeling "Very Anxious" with a score of 108-132, while 13 students (39.39%) fell into the "Anxious" category with scores ranging from 83-107. Additionally, 17 students (51.52%) were classified as "Relaxed" with scores between 58-82, and two students (6.06%) were categorized as "Very Relaxed" with scores of 33-57. This distribution indicates a diverse range of anxiety levels among English club participants.

Table 1:

English Club Students Speaking Anxiety Level

English Club Students Speaking Anxiety Level			
Range	Level	Result	Percentage
108-132	Very Anxious	1	3.03%
83-107	Anxious	13	39.39%
58-82	Relaxed	17	51.52%
33-57	Very Relaxed	2	6.06%

An analysis of the components of foreign language anxiety—communication apprehension, fear of negative evaluation, and test anxiety—among English club students reveals diverse responses. For communication apprehension, students exhibited a moderate level of anxiety, with a mean score of 25.09 and a standard deviation of 4.43. This variability underscores the complexity of anxiety in spoken communication and highlights the need for tailored interventions. Regarding fear of negative evaluation, students had a relatively high mean score of 26.96 with a standard deviation of 5.23, indicating significant anxiety about being judged when speaking English.

This finding underscores the importance of fostering a supportive and non-judgmental learning environment. Finally, test anxiety showed a high mean score of 26.57 with a standard deviation of 4.08, reflecting considerable anxiety during testing situations. The variability in test

anxiety levels suggests that while some students cope better, others may require additional support. These findings emphasize the need for comprehensive strategies to address the different facets of language anxiety among English club student

Non-English club foreign language speaking anxiety level

The analysis of non-English club students' English-speaking anxiety levels also reveals a variety of responses. Two respondents (6.06%) were classified as "Very Anxious" with scores ranging from 108-132. A significant portion, 45.45%, fell into the "Anxious" category with scores between 83-107. Fourteen respondents (42.42%) were categorized as "Relaxed," scoring between 58-82. Lastly, two respondents (6.06%) were in the "Very Relaxed" category, with scores ranging from 33-57. This distribution highlights the varied anxiety levels among non-English club students and emphasizes the need for targeted strategies to address their specific anxieties.

Table 2:

Non-English Club Students Speaking Anxiety Level

Non-English Club Students Speaking Anxiety Level			
Range	Level	Result	Percentage
108-132	Very Anxious	2	6.06%
83-107	Anxious	15	45.45%
58-82	Relaxed	14	42.42%
33-57	Very Relaxed	2	6.06%

The analysis of non-English club students' anxiety components reveals notable findings. For communication apprehension, the mean score is 25.87 with a standard deviation of 4.83, indicating a moderate level of discomfort during oral communication in English and reflecting varying levels of apprehension among students. The fear of negative evaluation shows a mean score of 27.84 with a standard deviation of 5.94, signifying a considerable level of anxiety related to potential negative judgment from peers and instructors, with substantial variability among students. Test anxiety, with a mean score of 27.39 and a standard deviation of 4.09, highlights significant anxiety during tests, impacting performance and confidence. The relatively consistent levels of test anxiety across the student population indicate its pervasive nature, necessitating targeted interventions such as stress management workshops and relaxation techniques to help students manage their anxiety effectively.

The comparison on English speaking anxiety

This study employed the independent t-test to compare speaking anxiety levels between students who participate in the English club and those who do not. This statistical method was chosen for its ability to assess mean differences effectively between two independent groups, aligning perfectly with the study's primary objective of identifying significant differences in speaking anxiety. Widely recognized in educational and psychological research, the independent t-test ensures robustness and accuracy in measuring group means, as demonstrated in previous studies. By verifying normality and homogeneity in the data, the researcher proceeded to analyze whether the hypothesis—that there is a significant difference in speaking anxiety between English club and non-English club students at SMAS Shafta Surabaya—was supported or refuted.

Figure 1:
Groups Statistics

Group Statistics					
	Code	N	Mean	Std. Deviation	Std. Error Mean
Sum_of_All_Items	English club member	33	78.6667	12.71236	2.21294
	Non English club member	33	81.0303	13.67133	2.37987

The table indicates that students participating in English club extracurricular activities have an average foreign language speaking anxiety score of 78.3421, whereas non-participating students have an average score of 81.0303. This difference suggests that English club participants experience lower anxiety levels when speaking in a foreign language compared to their non-participating counterparts ($78.3421 < 81.0303$). This finding underscores that involvement in extracurricular English clubs may contribute to reduced anxiety in language speaking situations.

Figure 2:
Independent T-test Results

Independent Samples Test									
Levene's Test for Equality of Variances					t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Sum_of_All_Items	.001	.981	-.727	64	.470	-2.36364	3.24675	-8.85676	4.12649
			-.727	63.664	.470	-2.36364	3.24675	-8.85642	4.12615

The analysis of variance assumptions in the table suggests that the variances of the two groups, English club participants and non-participants, are homogeneous ($\text{Sig.} = 0.981$), allowing for the assumption of equal variances. Consequently, the t-test results show a Sig. (2-tailed) value of 0.470, which is greater than the significance level of 0.05. Therefore, there is no significant difference in speaking anxiety levels between students who participate in extracurricular English clubs and those who do not, leading to the acceptance of the null hypothesis (H_0) and rejection of H_1 .

Additionally, this study examined specific components of foreign language anxiety theory by Horwitz et al., (1986), namely communication

apprehension, fear of negative evaluation, and test anxiety, using independent t-tests to compare the two groups. The results indicate non-significant differences in communication apprehension ($\text{Sig.} = 0.493$), fear of negative evaluation ($\text{Sig.} = 0.526$), and test anxiety ($\text{Sig.} = 0.420$) between English club participants and non-participants (see Appendices 13, 15, and 17). These findings suggest that participating in an English club alone may not significantly influence these aspects of language anxiety among students, highlighting the multifaceted nature of anxiety factors in language learning contexts.

The findings of this study, consistent with prior research by Angela & Ardi (2022) and Jayanti et al., (2022) and Supardi et al., (2016), indicate that there is no statistically significant difference in anxiety levels between students who participate in English clubs and those who do not. This suggests that while English clubs may offer supportive environments that potentially reduce anxiety, other factors such as individual learning experiences and the intensity of participation also play significant roles. These dynamics underscore the need for comprehensive strategies to effectively address language anxiety (Huyler & McGill, 2019).

Previous studies have consistently highlighted the role of supportive environments in mitigating language anxiety. For instance, Jayanti et al., (2022) and Park, (2015) emphasized how structured extracurricular activities like English clubs create conducive settings for reducing anxiety and enhancing speaking skills. However, this study's findings reveal that participation in English clubs alone does not lead to statistically significant differences in anxiety levels compared to non-participants. This includes the three classifications of foreign language anxiety—communication apprehension, fear of negative evaluation, and test anxiety—where independent t-tests showed no significant differences between groups.

Specifically, the analysis of communication apprehension indicates that participating in English clubs does not significantly reduce anxiety related to speaking a foreign language, aligning with findings from Siregar (2019) and Dewaele et al., (2023), which suggest that individual factors and experiences greatly influence communication anxiety. Therefore, interventions targeting communication apprehension should be personalized to address individual needs rather than relying solely on participation in extracurricular activities.

In terms of fear of negative evaluation, this study found no significant difference between English club participants and non-participants, indicating similar levels of anxiety regarding judgment from others. Alnahidh & Altalhab (2020) underscores that fear of negative evaluation is a pervasive aspect of foreign language anxiety not easily mitigated by club participation alone. Similarly, MacIntyre & Gardner (1991) argue that individual perceptions of competence and past negative experiences strongly influence this form of anxiety, suggesting that comprehensive strategies

addressing self-perception and past experiences are crucial for effective anxiety reduction.

Regarding test anxiety, no significant difference was found between the two groups, suggesting that participation in English clubs does not notably affect anxiety levels during tests. Research by Cabaltica & Arcala (2021) highlights that test anxiety in language learning is influenced by factors such as test format, preparedness, and individual stress responses. This implies that while English clubs offer valuable practice opportunities, they may not fully address the complex nature of test anxiety. Tailored interventions focusing on test preparation and stress management techniques could potentially be more effective in reducing test anxiety among students.

These findings reveal that while English clubs can be beneficial, they do not offer a comprehensive solution to language anxiety. The mixed results underscore the complexity of language learning outcomes influenced by various educational factors. This study highlights the importance of developing holistic strategies that integrate both classroom and extracurricular interventions to effectively reduce speaking anxiety and enhance language proficiency. Moreover, the findings suggest avenues for further research to explore optimized support mechanisms tailored to meet the diverse needs of language learners.

In examining the non-significant differences in anxiety levels between English club participants and non-participants in this research, several factors may explain these findings. One potential factor is the heightened expectations and peer pressure within the club environment, which could potentially exacerbate anxiety rather than alleviate it. This aligns with Wahyuningsih & Afandi (2020), who noted that competitive settings and performance expectations in extracurricular activities can intensify anxiety among certain students. Additionally, individual differences in personality traits and coping mechanisms, as highlighted by Lee (2014), may contribute to varying anxiety levels, indicating that not all students benefit equally from English club participation.

Moreover, internal factors such as personality traits, motivation, and self-efficacy play pivotal roles in how students perceive and respond to anxiety-provoking situations. Siregar (2019) emphasized that students with higher self-efficacy tend to exhibit lower anxiety levels during language tasks, whereas those with lower self-confidence may experience heightened anxiety. External factors, including the social dynamics and learning environments within English clubs, also influence anxiety levels. Wahyuningsih & Afandi (2020) findings and insights from Chakraborty & Roy (2021) underscore that peer pressure and fear of negative evaluation within social contexts can significantly impact students' anxiety levels.

Furthermore, Elnadeef & Abdala (2019) suggest that while English clubs generally provide supportive and informal environments that can reduce anxiety, not all students experience these benefits equally. They advocate for personalized support strategies tailored to individual needs, highlighting the variability in outcomes among

students participating in extracurricular activities. These nuanced findings suggest that while English clubs offer potential benefits in reducing anxiety, their effectiveness depends on navigating the complex interactions between individual characteristics and contextual influences.

In conclusion, understanding how internal and external factors interact to influence student learning outcomes is crucial for designing effective interventions. Tailoring support mechanisms to accommodate individual differences and fostering environments that promote confidence and competence are essential steps toward alleviating speaking anxiety and enhancing overall language learning experiences.

These findings underscore that foreign language anxiety encompasses various anxieties and unique cognitive-emotional responses linked to learning a foreign language. They highlight that anxiety is a prevalent emotion among students in foreign language classrooms, although severe reactions are less frequent. Research indicates that students engaged in English clubs generally exhibit lower overall anxiety levels but may experience heightened anxiety regarding performance and comprehension in classroom settings (Jayanti et al., 2022).

Contextual factors also play a crucial role in understanding the effectiveness of this study in capturing the dynamics of the English language learning environment. One significant factor at SMAS SHAFTA is the unique structure of English language instruction, where classes are notably shorter (35 minutes per session, 70 minutes weekly) compared to other subjects. Moreover, despite opportunities for students to present speeches in various languages, English usage is brief, primarily limited to introductions and conclusions. The weekly English club, lasting sixty minutes, requires students to demonstrate Quran memorization before participation, potentially limiting exposure and practice time crucial for reducing speaking anxiety effectively.

Furthermore, variations in students' academic loads contribute to anxiety levels, potentially offsetting the benefits of extracurricular activities aimed at lowering speaking anxiety. These circumstances provide context to support the study's findings that there is no significant difference in anxiety levels between students participating in the English club and those who do not. Addressing these contextual factors is essential for designing more effective interventions that can meaningfully reduce speaking anxiety and enhance language learning experiences.

CONCLUSION

This study aimed to determine if there is a difference in English-speaking anxiety levels between students who actively participate in the English Club and those who do not. The analysis revealed no significant difference between the two groups' anxiety levels. However, this research has practical implications for school stakeholders and teachers, emphasizing the need for supportive environments where students can practice

speaking English without fear or anxiety, which is crucial for their language learning journey.

While English clubs alone may not significantly reduce speaking anxiety, they contribute to a comprehensive language learning approach by providing structured practice and peer support. These clubs help build confidence and develop skills, addressing the multifaceted needs of learners. Although non-participants can also succeed through other methods, the holistic strategy of combining classroom learning with extracurricular activities like English clubs ensures diverse student needs are met, enhancing overall language proficiency and reducing anxiety. Further research is needed to understand these dynamics in a broader educational context.

SUGGESTION

Based on the findings of this study, several actionable suggestions can be made for schools, students, and future research to better address English-speaking anxiety.

1. For schools, it is recommended to enhance English learning programs by increasing the duration and frequency of lessons, providing more comprehensive exposure and practice. Integrating structured support systems within English clubs and fostering an environment where mistakes are seen as learning opportunities can build student confidence and reduce anxiety.
2. For students, active participation in extracurricular English activities is encouraged to build confidence and reduce anxiety. Engaging in self-reflection to understand personal anxiety triggers and forming study groups or peer support networks can also be beneficial.
3. For future research, it is suggested to expand sample sizes and diversity to enhance the generalizability of findings. Conducting longitudinal studies to examine the long-term effects of English club participation on speaking anxiety and tracking changes over time will help assess the sustainability of anxiety reduction strategies.

DAFTAR PUSTAKA

Abrar, M. (2022). An investigation into Indonesian EFL university students' speaking anxiety. *JEELS (Journal of English Education and Linguistics Studies)*, 4(2), 221–448. <https://doi.org/10.30762/jeels.v4i2.358>

Alnahidh, F., & Altalhab, S. (2020). The level and sources of foreign language speaking anxiety

among Saudi EFL university students. *Advances in Language and Literary Studies*, 11(1), 55. <https://doi.org/10.7575/aiac.alls.v.11n.1p.55>

- Angela, Y., & Ardi, H. (2022). Comparison of students' speaking anxiety based on the students' learning style. *Journal of English Language Teaching Comparison of Students' Speaking Anxiety based on the Students' Learning Style*. 11(4), 512–523. <https://doi.org/10.24036/jelt.v11i4.120173>
- Armita, Y. (2019). Students' perception toward english club extracurricular activities in practicing speaking at SMA N 02 Kaur, Bengkulu. 1–106.
- Brown, R., & Evans, W. P. (2002). Extracurricular activity and ethnicity. *Urban Education*, 37(1), 41–58. <https://doi.org/10.1177/0042085902371004>
- Cabaltica, R., & Arcala, R. J. M. (2021). Factors affecting the speaking skills of second English language learners. *Galaxy International Interdisciplinary Research Journal (GIIRJ)*, 9(5), 121–134. <https://doi.org/10.5281/zenodo.4817502>
- Chakraborty, S. B., & Roy, H. S. (2021). Effect of co-curricular activities in learning English as a foreign language at a government college of Bangladesh. *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, 26(6), 38–51. <https://doi.org/10.9790/0837-2606093851>
- Dewaele, J. M., Botes, E., & Greiff, S. (2023). Sources and effects of foreign language enjoyment, anxiety, and boredom: A structural equation modeling approach. *Studies in Second Language Acquisition*, 45(2), 461–479. <https://doi.org/10.1017/S0272263122000328>
- Elnadeef, E. A. E., & Abdala, A. H. E. H. (2019). The effectiveness of English club as free voluntary speaking activity strategy in fostering speaking skill in Saudi Arabia context. *International Journal of Linguistic, Literature and Translation*, 2(1), 235. <https://doi.org/10.32996/ijlt.2019.2.1.28>
- Gibbons, P. (2003). Mediating language learning: teacher interactions with ESL students in a content-based classroom. *TESOL Quarterly*, 37(2), 247. <https://doi.org/10.2307/3588504>
- Hasan, A. H., Dehham, S. H., & Hasan, A. A. N. (2022). Investigating EFL teachers' perspectives towards using extracurricular activities in developing secondary school students' performance in learning English language. *International Journal of Health Sciences*, 1839–1850. <https://doi.org/10.53730/ijhs.v6nS5.9906>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Huyler, D., & McGill, C. M. (2019). Research design:

- Qualitative, quantitative, and mixed methods approaches, by John Creswell and J. David Creswell. Thousand Oaks, CA: Sage Publication, Inc. 275 pages, \$67.00 (Paperback). *New Horizons in Adult Education and Human Resource Development*, 31(3), 75–77. <https://doi.org/10.1002/nha3.20258>
- Ishtiaq, M. (2019). Book review Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Jayanti, W. I. D., Ulyani, M., & Susanti, A. (2022). The student's perception towards English speaking club to improve speaking skill. *Premise: Journal of English Education*, 11(1), 141. <https://doi.org/10.24127/pj.v11i1.4492>
- Khan, N., & Ali, A. (2010). Improving the speaking ability in English: The students' perspective. *Procedia - Social and Behavioral Sciences*, 2(2), 3575–3579. <https://doi.org/10.1016/j.sbspro.2010.03.554>
- Lee, G. J. (2014). Why students don't participate in English medium instruction classes in a Korean university: A Case Study. *English Teaching*, 69(1), 91–117.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: a review of the literature*. *Language Learning*, 41(1), 85–117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- Massri, R. (2023). A comparative study of anxiety levels in EFL classrooms before and after the COVID-19 lockdown. *Journal of Arts, Literature, Humanities and Social Sciences*, 88(February). <https://doi.org/10.33193/jalhs.88.2023.797>
- Naser Oteir, I., & Nijr Al-Otaibi, A. (2019). Foreign Language Anxiety: A Systematic Review. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3466022>
- Nequette, A. M., & Jeffery, R. B. (2021). University of Arizona. In *A Guide to Tucson Architecture* (Vol. 3, Issue 1995, pp. 147–168). University of Arizona Press. <https://doi.org/10.2307/j.ctv23khmtx.14>
- Park, D. (2015). *The Range of Benefits of Extra-Curricular Activities towards English Language Learners* By (Issue April).
- Qurnia, A., & Marlina, L. (2020). Correlation between EFL Students' Speaking Anxiety and Self-Efficacy in Public Speaking Class at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 9(3), 567–571. <https://doi.org/10.24036/jelt.v9i3.44107>
- Sadiq, J. M. (2017). Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia. *English Language Teaching*, 10(7), 1. <https://doi.org/10.5539/elt.v10n7p1>
- Sari, N. M., & Esa, A. (2017). Factors Affecting Students Participation in Extra-curricular. *Elixir Psychology*, 1(August).
- Senior, C. (2023). Foreign language classroom anxiety and enjoyment in English. *Learning Among*. 113–141.
- Simoncini, K., Caltabiano, N., & Lasen, M. (2012). Young School-Aged Children's Behaviour and their care arrangements after School. *Australasian Journal of Early Childhood*, 37(1), 108–118. <https://doi.org/10.1177/183693911203700113>
- Siregar, R. K. (2019). Students' Anxiety on their public speaking. *English education : English Journal for Teaching and Learning*, 7(01), 69. <https://doi.org/10.24952/ee.v7i01.1654>
- Suleimenova, Z. (2013). Speaking anxiety in a foreign language classroom in Kazakhstan. *Procedia - Social and Behavioral Sciences*, 93, 1860–1868. <https://doi.org/10.1016/j.sbspro.2013.10.131>
- Supardi, I., Arifin, Z., & Gunawan. (2016). The student English club of Santo Petrus Senior High School in Pontianak. *Jurnal Pendidikan Dan Pembelajaran*, 5(5), 1–18.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English. *arch, volume-9-2* (volume-9-issue-3-july-2020), 967–977. <https://doi.org/10.12973/eu-jer.9.3.967>
- Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *The Modern Language Journal*, 75(4), 426–437. <https://doi.org/10.1111/j.1540-4781.1991.tb05378.x>