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OVERCOMING SPEAKING ANXIETY AMONG TERTIARY EFL STUDENTS THROUGH THE ED-SHARING PROGRAM

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Abstracts: Speaking English effectively is essential at all educational levels, particularly given that it is a universal language that is employed in a wide range of professional and educational settings. Nevertheless, considering the significance of it, overcoming speaking anxiety remains an essential challenge for many students, hindering the opportunity to speak English with confidence. The aim of this research project is to investigate the points of view and experiences of Central Java university students who took part in the Ed-Sharing program, which aims at assisting students in managing and overcoming their fear of speaking publicly. Applying a descriptive qualitative methodology, this research collects data by conducting in-depth interviews with 7 individuals who actively participated in the Ed-Sharing initiative. The findings revealed that lack of practice, limited knowledge and vocabulary, the fear of making a mistake and judgment sensitivity, and a sense of insecurity and nervousness were the main causes of speaking anxiety. The results indicate that by providing a fun and interactive strategy and encouraging students to practice speaking in a secure environment, the Ed-Sharing program reduced anxiousness. The achievement of the program shows how crucial it is to build a setting that encourages practice and lessens the fear of being judged. The importance of organized, interactive programs for decreasing speaking anxiety along with improving English language proficiency is highlighted by this research.

Key words: Speaking Anxiety, Ed-Sharing, English Education, Language Learning, Public speaking.

INTRODUCTION

Improving knowledge in English is crucial for all educational levels. Teachers and students are constantly looking for the most effective or suitable way to learn English because it is regarded as an international language. There are active and passive forms of English. Speaking is considered an active skill, as it requires practice and usage (Gumartifa & Syahri, 2021). One of the four macrolanguage competences is speaking. The last three are writing, reading, and listening. In fact, speaking is often regarded as the most crucial skill to develop in language learning, given its widespread use in various areas of life, from academic settings to professional environments. It is hence not shocking that communicative language teaching (CLT), which emphasizes language practice, usage, speaking, and communicative competence, has steadily taken priority

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over other language education approaches in the last few years (Fenyi et al., 2023). Unfortunately, most students struggle to acquire English, particularly when it comes to speaking. Many researchers believe that it is caused by a lack of practice and trust in one's English-speaking abilities. As a result, students experience concerns like speaking anxiety, which affects their ability to communicate successfully in English (Gumartifa & Syahri, 2021).

(Gaibani & Elmenfi, 2016) state that speaking anxiety is a pattern of hesitation to communicate with others, due to feelings of fear. It is the belief that one cannot speak appropriately in the target language. In this study, speaking anxiety is considered as nervousness that very often occurs during English classes especially when students are asked to speak in class, either in front of their peers in the form of an oral presentation or responding to a question (Fenyi et al., 2023). According to some studies, it is said that the main purpose of speaking is not only to convey opinions, ideas, or information in front of an audience but also to improve communicative language skills (Ilfa, Nurcahyo, & Romadlon, 2024). There are several strategies that EFL learners usually use to cope with anxiety; they believe that speaking problems can be overcome by improving study strategies, trying to relax while in class to minimize nervousness, thinking positively, and increasing and practicing vocabulary in various international contexts by finding friends to practice with. With the above strategies from ELF learners, students are expected to not only have correct grammar and pronunciation but also have a thorough understanding of the vocabulary of the language and how to use it.

Some previous studies point out the issues that students face when speaking in front of an audience. Students often struggle with anxiousness and lack of calmness, which hinders their ability to perform with confidence, according to (Kinasih & Olivia, 2022). Furthermore, it was shown that lacking teaching tools affects students' ability to communicate effectively and naturally. Furthermore, (Kembaren, Lubis, & Ramadini, 2022) classified particular issues, including anxiety, lacking confidence, fear of making mistakes, and fear of being judged by others. (Sugiyati & Indriani, 2021) also highlighted that an important cause of anxiety for many students is their worry of receiving a low mark, which contributes to their communication anxiety. Students use several strategies to get over these challenges. According to (Kinasih & Olivia, 2022), movies can be used

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as a tool to improve speaking skills since their audiovisual elements make difficult phrases and ideas easier for students to understand These strategies seek to increase students' self-confidence and enhance their skills for fluent public speaking (Ilfa, Nurcahyo, & Romadlon, 2024).

Considering it, this study shows similarities with relevant research on the causes of speaking anxiety issues in English as well as general strategies that EFL students indicate. However, the strategies they found were still quite generic and only provided participant suggestions. This research, however, found a different strategy: the Ed-Sharing program, a training course offered by one of the Central Java universities that can assist those who have issues with speaking anxiety. This study aims to identify the causes of tertiary students' anxiety during speaking English, as well as the solutions the ed-sharing program provides for overcoming the issue. Therefore, the questions that guide this research include: 1) What are the factors that cause English-speaking anxiety among tertiary students of English Language Education? and 2) What are the benefits of participating in the ed-sharing program for students to overcome English speaking anxiety?

LITERARY REVIEWS

In the study *"English Speaking Anxiety in EFL University Classrooms in Taiwan"* by (Ching-Yi Tien, 2018), a mixed-method approach was used. The results indicated that learners were particularly concerned about grammar accuracy, vocabulary knowledge, pronunciation, and being understood. Female learners experienced more anxiety than male students, and non- English majors were more anxious than English majors. The study suggested providing more speaking activities to reduce apprehension and increase language exposure.

"An Analysis of Students' Speaking Anxiety in Academic Speaking Class" by (Damayanti & Listyani, 2020) used open-ended questionnaires to reveal that students' speaking anxiety stemmed from communication apprehension, test anxiety, and fear of negative evaluation. Contributing factors included lack of vocabulary, underestimating their ability, lack of preparation, fear of making mistakes, and worry about being

embarrassed by peers. The findings highlight the importance of a positive classroom atmosphere to overcome anxiety.

"The Importance of Speaking Skills in English Classrooms" by (Rao, 2019) used a qualitative approach to explore the role of speaking skills in English language learning. It recommended practical classroom techniques such as role-play, brainstorming, storytelling, and multimedia use to enhance speaking proficiency among English Language Learners (ELLs).

The study titled *"English Speaking Anxiety Among English-Major Tertiary Students in Ghana"* by (Fenyi et al., 2023) collected qualitative data from 30 English-major students. The results showed that major causes of speaking anxiety included inferiority complex, fear of making mistakes, spontaneity and lack of preparation, fear of negative evaluation, limited vocabulary, and self-criticism. Suggested strategies to curb these issues included creating a learner-friendly classroom environment, peer assessment, more speaking activities, positive feedback, and resignation and avoidance.

In the study titled *"Teachers' Strategies for Students' Confidence in Speaking English in the Post-Pandemic Era"* by (Nidara, Priajana, & Nafi'a, 2024), a qualitative research design utilizing observation, interviews, and documentation revealed that teachers employed four main strategies—Discussion, Role-play, Picture Describing, and Modelling—to enhance students' confidence in speaking English post-pandemic. The study identified several challenges faced by students, such as lack of vocabulary, awareness to learn, practice, and gadget addiction. To address these issues, teachers suggested approaches including providing motivation, appreciation, interesting teaching strategies, emotional support, and additional time.

Another study, *"Students' Strategies to Overcome Public Speaking Anxiety"* by (Martiningsih, Susilawati, & Rezeki, 2024), employed a quantitative descriptive approach and found that students most frequently used relaxation strategies, followed by preparation, peer seeking, and positive thinking to manage public speaking anxiety. The researchers recommended that these strategies be taught in speaking classes to help students become more aware of and effectively address their anxiety.

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RESEARCH METHOD

This study uses a descriptive qualitative approach to provide a detailed analysis and description of the subjective experiences, opinions, emotions, and behaviors of students involved in the ed-sharing program concerning their anxiety about speaking English. The use of qualitative methods in this study aligns with the research objectives (Wang, 2018), specifically to explore the complexity and diversity of the themes and individuals being interviewed. Due to their qualification as students who participated in an ed-sharing program organized by a student association at a university in Central Java, Indonesia, the informants were chosen to provide a detailed analysis and achieve the objective of the research. There were seven participants come from different majors and levels.

The purposive sampling technique was used to select participants. Purposeful sampling is based on the consideration that the sample selected should meet criteria such as having sufficient information to gain depth understanding of the phenomenon (Gupta, Shaheen, & Reddy, 2019). The participant were deliberately chosen to be used as samples because researchers needed people who have sufficient information and experiences on the subject of English speaking-anxiety and ed-sharing programs. The interviewed sample is considered to have similarities related to the research question (DiCicco-Bloom & Crabtree, 2006), as follow members of the ed-sharing program and have anxiety in speaking english. Therefore, members who actively participate in this program, which aims to hone their speaking skills in English and choose this program as a solution to overcome speaking-anxiety, are considered the ideal group for this research.

The semi-structured interview method was adapted from previous research to collect the data (Fenyi et al., 2023). The semi-structured interview is used as the data collection tool for the study in line with the argument of several researchers (Ruslin et al., 2022) and (Karatsareas, 2022) that semi-structured interviews provide researchers with the flexibility to explore deeper information by allowing new questions during the interview following the answers of the informant. Each interview session lasted for 15-20 minutes. The researchers, who are college students in Central Java, Indonesia, conducted the interview themselves. According to Ibrahim and Hamad's in (Fenyi et al., 2023)

researchers have a better understanding of their own work and the goals of their projects; therefore, they are better prepared to use ways that are aligned with the research goals in conducting interviews and collecting research data.

All the four researchers all English Language Education tertiary students in Indonesia. They are also tertiary students who are pursuing bachelor's degrees in English Language Education, with a minimum level of fundamental knowledge in English and Linguistics. As tertiary students, their foundational understanding of the English language was helpful in organizing the interview questions (semi-structured inquiries) about speaking anxiety, gathering information, and asking questions: 1) Do you experience any anxiety or difficulty when speaking English? please specify; 2) In what situations do you feel anxious when speaking English?; 3) Do you feel anxious when speaking in your native language?; 4) How often did you use your speaking skills during your studies?; 5) Does anxiety about speaking in English make it difficult for you to convey ideas? explain. Moreover, researchers also explored how the ed-sharing program can help in honing speaking skills and overcoming anxiety especially when speaking English as an EFL student, by developing questions: 1) how did you feel about speaking in English before and after attending the ed-sharing program?; 2) how did the ed-sharing program help you to hone your English speaking skills more effectively?; 3) what is the most memorable experience gained from participating in the ed-sharing program, especially in honing English speaking skills?.

The data was processed by transcribing the relevant audio recordings of the interviews after repeated listening sessions. Next, the researchers will label the most important parts of the data. From there, sub-sub themes will emerge which are then analyzed and described to explore the phenomenon that has been described, namely what causes English-speaking anxiety in the classroom and how the ed-sharing program can be an alternative strategy in helping to overcome these problems.

RESULTS AND DISCUSSION

English This section contains the core of the research that has been conducted, which includes the presentation and discussion of research results. In accordance with the research questions, the discussion of this section will be divided into two sub-

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discussions. First, the question regarding the causes of anxiety among university students will be answered in the discussion in the first sub-section. Next, the discussion will focus on answering the question of how the ed-sharing program can help in overcoming speaking anxiety among tertiary student. The answers are obtained from the data analysis of the pre-conditioned interviews. The answers to these questions are presented and discussed in the form of themes, as a result of the development of the research data. In-depth explanations of each theme are supported with relevant interview quotes and transcriptions.

Research question 1: What are the factors that cause English speaking anxiety among tertiary students of English Language Education?

The results of this section's research on the causes of anxiety disorder among tertiary students of English Language Education are presented. After the data was grouped, five themes emerged: 1) lack of practice; 2) limited knowledge and vocabulary; 3) the fear of making a mistake and judgment sensitivity; and 4) a sense of insecurity and nervousness.

Lack of Practice

Speaking anxiety can be caused by a lack of practice. The data from this study shows a clear correlation between lack of practice and increased speaking anxiety. This is evidenced by the interview results, which state that students use English speaking skills only on certain occasions, one of which is in English class. They rarely use English when they are outside the classroom. The participants revealed that when they do not condition themselves or their minds and make sufficient preparations about a subject, they become 'afraid' and uncomfortable to speak. Some participants said:

"Because I rarely practice my English outside of class, I get anxious whenever I have to speak it in front of someone else, particularly when I'm around people who speak it better." (P1)

"I think that my poor grammar is caused by a lack of practice as well as the fact that I have barely ever studied the basics of English. The fact that many people

speak English more fluently than I do may also contribute to my anxiety while speak the language in public." (P6)

This is in line with the finding that one of the main causes of speaking anxiety is lack of practice and preparation. According to the findings, 6 out of 7 participants confirmed that they felt more nervous when they were asked to speak in public using English while they were unable to constantly practice speaking. According to the research, the majority of participants who had little knowledge of speaking felt anxious and concerned that their lack of practice would end up in mistakes or subpar performance. This confirms the need for consistent practice, preparation, and speaking opportunities, as regular practice can help reduce the fear of mistakes. Research has shown that practice and preparation on topics are important, as the ability to effectively communicate knowledge requires practice.

In general, to master a topic, thorough preparation and in-depth consultation are necessary (Kenoh, 2021). When someone has enough information, they will be more confident in speaking and discussing an issue because they know that the facts and data they have are clear and accurate. Besides preparation, practice also plays a very important role. Having an understanding of a topic is different from being able to communicate it effectively to an audience. Someone may have sufficient knowledge about a topic but not necessarily be able to convey it well. This is why practice is necessary. A participant said:

"I often find it difficult in class, especially in understanding what the lecturer is saying, which affects the delivery of my ideas" (P5).

This indicates that in addition to students improving their ability to speak and decreasing their anxiety levels, they require opportunities for deliberate speaking practice as well as individual practice. The speaker's trust and capacity to express their opinions effectively are both impacted by a lack of practical experience. Even if a speaker is appropriately educated about the topic in question, they might find it difficult to express their thoughts if they do not have several speaking opportunities, as previous researchers have indicated. Language learning programs should include more frequent and monitored

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practice in speaking to help students feel less nervous. They should also encourage students to take part in both supervised and unsupervised speaking exercises.

Limited Knowledge and Vocabulary

As an English education student, having a rich knowledge of vocabulary is important. Based on previous findings, students tend to have difficulty conveying ideas, which causes speaking anxiety, due to their minimal vocabulary knowledge (Giray et al., 2022). Limited vocabulary will have an impact on bringing difficulties in composing concrete and coherent ideas. Moreover, minimal vocabulary mastery will make it confusing to choose the right words to express an idea. Some of the participants express:

> *"The first difficulty is from my confidence, lack of confidence is caused by not learning vocabulary, so to string words together is difficult so I don't feel confident to speak" (P1).*

Highlighting the lack of vocabulary, P1 revealed that it can cause speaking anxiety when speaking in English. As a result, these difficulties are exacerbated by the confusion to string words together in order to convey the message correctly when speaking. These difficulties then accumulate which can cause anxiety when having to speak in an English context.

> *"The difficulty I experience when speaking English is due to the lack of vocabulary" (P2).*

The statement of the second interviewee P2 emphasizes his experience in the context of speaking in English, which has a lack of vocabulary mastery, considered to be a considerable obstacle. This reinforces the statement of the first interviewee P1 that lack of vocabulary mastery can cause speaking anxiety. Both P1 and P2 have in common that the anxiety or fear of speaking is created as a result of difficulties in expressing ideas, which is due to not having enough vocabulary.

The other findings in this theme show that lack of knowledge about pronunciation can cause speaking anxiety. This is in line with previous findings

(Öztürk & Gürbüz, 2014) and (Mukminin et al., 2015), each of which revealed that difficulty in mastering pronunciation is closely related to the emergence of speaking anxiety. Students' focus will be divided to think about how to pronounce correctly, instead of focusing on delivering the message effectively.

> *"I find it difficult because of the Javanese accent that is very attached" (P3)*

The explanation by P3 emphasizes the fact that the inherent Javanese accent in her way of speaking is considered to be a difficulty, so speaking using English is considered more challenging. This difficulty is a separate cause of speaking anxiety in the context of speaking English. This is often encountered among language learners, because accents are often related to one's identity, and then they feel worried about conveying messages using English because of the embedded accent (Sinaga, Syahrial, & Hati, 2020); and (Coppinger & Sheridan, 2022).

> *"I find it difficult to speak in English because I am Javanese, so it is difficult to adjust when speaking in English" (P4).*

> *"Having difficulty in pronunciation because I'm not used to it" (P5)*

Thus, the data shows that the lack of understanding of English pronunciation, which has a different intonation from the native language, is a difficulty that causes speaking anxiety. In addition, the inherent dialect or accent as a result of the habit of using the local language in daily life exacerbates the difficulties experienced. Moreover, additional explanations from P4 and P5 revealed that the inherent accent is considered to be annoying because accent differences and pronunciation mismatches in the context of communication can cause difficulties in understanding, so the interviewees feel that accent differences are a barrier in speaking English. Therefore, the lack of mastery of pronunciation and the inherent accent can cause speaking anxiety.

The Fear of Making a Mistake and Judgment Sensitivity

Maximizing speaking skills in the classroom is still considered difficult for some students, this is in line with the findings (Daud et al., 2019) that some students feel

uncomfortable when they have to speak in front of many people. This difficulty is triggered by one factor, namely the fear of making mistakes when speaking in front of many people. Moreover, internal factors such as a basic and less in-depth mastery of English, regarding grammar or vocabulary, exacerbate these fears. it has been implicitly stated by participants that the fear of making mistakes can lead to speaking anxiety. the interviewee explained:

> *"When I meet people who can speak English fluently, I feel inferior, so I feel afraid of making mistakes." (P1)*

> *"I have never learned English before, I have only learned the basics, so I am afraid I will get it wrong." (P6)*

Moreover, when students have to be faced with a situation where there are many people with more fluent English skills, they tend to feel afraid of people's judgment. based on interview data and previous findings, the combination of fear of making mistakes and fear of negative judgment of others (Damayanti & Listyani, 2020); (Alibec & Sirbu, 2017); and (Rumiyati & Seftika, 2018) triggers the emergence of speaking anxiety in the context of English. In previous research, students have the potential to experience speaking anxiety due to a less supportive classroom atmosphere (Damayanti & Listyani, 2020), which will lead them to feelings of fear of making mistakes, fear of bad judgment, and from the data findings there are other impacts that arise, namely feelings of inferiority. students with English skills that they think are not good enough tend to feel inferior, where students feel inferior compared to their friends who are considered more fluent in English. The emergence of this new impact indicates that if the anxiety disorder when speaking is not handled properly, students will tend to withdraw in verbal communication, which will have a negative impact on the development of their speaking skills.

A Sense of Insecurity and Nervousness

Because of their tendencies, people may experience anxiety when speaking in front of an audience. Signs of anxious feelings include trembling, pallor, heavy perspiration, and uneasiness when speaking (Tiyas, Nurhidayah, & Herdiawan, 2019).

When it comes to public speaking, anxiety can be a major obstacle that frequently results from taught behaviors and deeply rooted habits. The idea of speaking in front of an audience causes many people to feel a rush of anxiety, which can show itself in a variety of physical symptoms. Hands shaking, a pale face, profuse perspiration, and obvious uneasiness during the speech are typical symptoms of this anxiety. The body's fight-or-flight response, which occurs when the mind views public speaking as a threat, is frequently the cause of these reactions.

> *"Feeling anxious when you go blank when speaking."*
> (P2) *"Often find it difficult to speak in classes that are too*
> *tense." (P3)*
> *"When in front of a large group of people, especially if there is someone with*
> *better skills". (P6)*

These emotions can be made worse by the dread of being judged or of making mistakes, which can create a vicious cycle of anxiety that is harder to escape. Some people may associate this nervousness with previous instances in which they were chastised or ashamed when speaking in front of others. They might thus start to avoid situations that call for public speaking entirely as a result of this.

But the primary step to conquering these emotions is realizing what they are. Anxiety can be reduced using methods like visualization, deep breathing exercises, and careful planning. Furthermore, confidence can be gradually increased by exposing oneself to public speaking opportunities in relaxed settings. People can turn their fear into a more positive experience and improve their communication skills by addressing the underlying causes of their anxiety and using useful coping mechanisms.

Research question 2: What are the benefits of participating in the ed-sharing program for students to overcome English speaking anxiety?

Joining an ed-sharing program has several benefits for students who wish to get over their fear of speaking English. The program makes language practice effortless and enjoyable. by utilizing entertaining teaching strategies including impressive games. Firstly, these methods improve the efficacy and enjoyment of the entire learning process

by lowering speaking anxiety and promoting enthusiasm without fear of criticism. Students who regularly participate in interactive sessions are able to improve their speaking abilities, which progressively boosts their confidence and transforms their perceived shyness and fear of speaking English into enjoyment. A growth-oriented mindset is supported as well by motivating components like rewards for accomplished participants, which further promote involvement and validate their efforts. The ed-sharing method offers frequent practice, positive reward, and engaging education an extensive strategy that effectively treats students' anxieties related to the English language and enables them to more easily gather excellent communication skills.

> *"Ed- sharing learning is fun because there are games, with games that train brain skills". (P1)*

> *"Joining Ed- sharing is fun with games such as guessing and stringing words into sentences." (P6)*

Second, an analysis of the data gathered from the 7 participants revealed that this ed- sharing program offered consistent practice, allowing students to consistently increase the quantity of their English practice and, thus, the growth of their English language proficiency. It eventually decreases speaking anxiety and makes students feel better at ease speaking in English; consistent practice eventually improves students' confidence. A large majority of the participants stated that using the ed-sharing program allowed them to constantly practice their vocabulary, speaking, listening, and pronouncing while not in the classroom.

One of the main findings was that, in comparison to those who practiced less, participants in the ed-sharing program showed much more confidence in their speaking abilities. Additionally, a lot of the participants stated that they thought their level of English had changed since they joined the ed-sharing program. This contrasted with those who claimed they practiced less and suffered anxiety and a lack of confidence when given the opportunity to speak English in public. As one participant said it:

"Since I joined the ed-sharing program, I feel more comfortable and confident in speaking English. I also realized that I have become more familiar with English since joining this program." (P7).

In addition, ed-sharing was found to provide a supportive environment that motivated the students to continue practicing. The participants emphasized the value of peer interaction, where they could practice together, share knowledge, and receive constructive criticism. Participants who practiced regularly through the program showed improvements in speaking confidence, vocabulary, fluency, and accuracy, compared to those who did not have regular practice outside of class. As expressed by some participants:

"Although I have just attended the meeting, I can see from the content of the program that if I follow it regularly, it will improve my confidence and speaking skills" (P1)

"I feel that since joining the ed-sharing program, I have become more confident, and because the presenters are my peers, I understand the material better. From this program, I also gained many friends or relations." (P6)

Additionally, the research found that the ed-sharing platform supported students to take charge of their educational experience in addition to facilitating consistent practice. The participatory approach to the program also increased the participants' motivation to study and get better in English. This indicates how ed-sharing encourages individuals to take charge of their educational experience and helps them get over their fear of public speaking or other issues associated with anxiety. In general, the findings of this research indicate that ed-sharing improves participants' educational experiences by allowing them to practice consistently, talk more confidently, and enhance their proficiency in the language generally. It also increases their level of English practice.

Third, providing rewards when participants are able to win the game can motivate and reduce anxiety factors as found above. Giving rewards is a form of positive feedback, which can strengthen learning motivation for students (Pabro-Maquidato, 2021), thus

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supporting their learning. In line with other previous findings, rewarding is suggested to build students' self- confidence (Listyaningrum Arifin, 2017). The findings from this study prove that the provision of rewards creates a special impression for students, being the most memorable experience during the ed-sharing program.

> *"The most memorable experience during the ed-sharing program is learning with games and giving rewards for game winners"* (P5)

Encouraging students to be motivated to keep practicing, the ed-sharing program offers a solution that is game-based learning. The main challenge in honing English speaking skills is lack of practice. This program provides a memorable experience for participants to get used to practicing regularly. The use of fun learning methods keeps participants motivated and reduces boredom during the learning process. Participants also stated that the provision of rewards was also part of the memorable experience during this program. From this experience, it can be assessed that the provision of rewards validates the efforts that participants have made, which has a positive impact on their self-confidence.

> *"The most memorable experience while participating in ed-sharing is that it is fun because I organized the event, then there are rewards for game winners"* (P2)

Highlighting P2's explanation regarding the provision of rewards to participants, it is considered to create a pleasant and memorable experience during the Ed-Sharing program. Through the strategy of giving rewards, which is extrinsic motivation, participants are able to build motivation within themselves (Liu & Chen, 2015). By combining extrinsic motivation in the form of rewards with interactive activities such as games, the Ed-Sharing program succeeds in creating an experience that is not only fun but also meaningful. This program is able to be the answer to overcome one of the problems, namely lack of self-confidence and judgment sensitivity, so that participating in this program can train to reduce speaking anxiety.

"The most memorable experience is making new friends and getting rewards if you win the game" (P3)

Emphasizing on the provision of rewards, participants further revealed that rewards were one of the interesting experiences during the ed-sharing program. With the provision of rewards, the program was able to boost self-confidence as participants were given the opportunity to feel appreciated for their efforts. The provision of appreciation and the sensation of fun during their involvement in the game was able to shift the focus away from feelings of anxiety or fear of failure. The ed-sharing program can be an alternative solution to the problem of strategies to overcome speaking anxiety by encouraging participants' motivation to continue practicing, providing a more relaxed and fun class atmosphere, and increasing their confidence. The number of statements explaining that the reward for winning the game was an enjoyable experience indicates that the participants were helped by the program. The competition in the games provided a healthy competitive atmosphere that encouraged and developed students' motivation to practice. The program was able to train participants to be able to speak in a more informal situation so as to reduce pressure and fear of negative judgment from others. The provision of rewards boosts participants' confidence as their efforts are validated and appreciated.

CONCLUSIONS

Highlighting the problem of English-speaking anxiety, it remains an important issue in language learning, particularly in EFL contexts like Indonesia. This research examines the factors contributing to speaking anxiety among tertiary students in Indonesia, focusing on a case study conducted at a university in the Central Java region. It also examines one of the programs within the English education department of the college that can help to overcome the phenomenon of speaking anxiety. Data were collected from seven students who participated in its program through interviews. The results showed that some of the factors that encourage the emergence of speaking anxiety in the context of English are lack of practice, limited knowledge and vocabulary, the fear of making mistakes and judgment sensitivity, and a sense of insecurity and

nervousness.

Furthermore, this study examines if the ed-sharing program's tactics might lessen speaking fear. According to the program participants, who are mostly English education students, the ed-sharing program assists them with their speaking anxiety problems. The strategies include acquiring knowledge through enjoyable learning techniques utilized in the form of games, supporting and positively encouraging the growth of self-confidence, and assisting with continuous practice through programs that are conducted on a regular schedule. The outcomes of this study will be used as a reference on those factors that promote the development of speaking anxiety and offer alternative solutions in the form of areas targeted to support students in overcoming issues with speaking and other aspects of developing their English language skills.

However, it should be emphasized that this study has some limitations. The responses presented to the research questions emerged entirely from data obtained through interviews with learners participating in the ed-sharing program. It is suggested that greater numbers of samples should be utilized for future studies. In order to evaluate the two to see if this program could significantly decrease speaking anxiety, it is additionally suggested that data be obtained by offering responses of students who are not ed-sharing members but who have similar concerns. The results can also be enhanced by more extensive data-gathering techniques like observations, questionnaires, and document investigations. To get deeper results, a mixed or quantitative methodology could be used.

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