

English Speaking Activities in Kampung Inggris Pare: Unpacking The EFL Students' Attitudes

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Abstract

This study aims to analyze student attitudes through affective components namely self-confidence, anxiety, feelings, and values in the English speaking activities in English village. The influence through affective components can be seen through the experience of students. It is prominent for the instructor to comprehend their students' perspectives as they can aid in foreseeing what elements might influence the students' perspectives, both positive and negative, during speaking activities. Consequently, educators should determine the most effective approach to resolve any challenges encountered by students during their speaking practice to meet desired outcomes. Students with a negative attitude towards learning might experience anxiety, become easily bored, and struggle to engage in their studies. The participants of this study are class b2 students at the basic speaking level in Kampung Inggris 2023. This research applies qualitative methods, with questionnaires and interviews to collect data. The results showed that students have an influence on the affective component with different problems and experiences. The experience is divided into two, namely positive and negative, positive experiences have a positive impact on the development of students in English-speaking activities, while negative developments will hinder the development of students in Kampung Inggris. Students also have strategies, know how to solve problems internally and externally and understand how to develop themselves in English-speaking activities.

Keywords: Attitudes, Affective Components, English Speaking, EFL Students

Introduction

Speaking is the most common and important means of providing communication among human beings. Because speaking is linked to success in life, as it important position both individually and socially (Amiryousefi, 2016; Liu & Tarnopolsky,

2019; Purba, 2016) . It is an activity to communicate with others in order to express ideas, feelings, opinions, etc. Speaking is almost often used by individuals to communicate with others. Therefore, it is an essential skill to be learned by students in learning English. Speaking becomes an important part in using language (Maxom, 2009). It was difficult to have real language mastery without speaking. Since speaking is a method, using oral speech in social interaction provides the outcome of overthinking.

In the Indonesian context where English is taught as a foreign language, students learn to write and speak for exam purposes and to get good scores. Therefore, it is not uncommon for students to feel dissatisfied with the reading activities. This is influenced by their respective attitudes. However, English is still a challenging subject for many. Various factors have influenced the learning process, such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, and personality (Hasan & Fatimah, 2014; Pratolo, 2017; Purba & Setiawan, 2021; Shams & Seitz, 2008). Of all these factors, attitude is believed to be crucial in language learning. (Inal et al., 2003a; Reschly, 2022) also stated that attitude refers to one's feelings and shapes our behavior toward learning.

Attitude is not only about behavior but also about feelings, beliefs, and behavior tendencies (Baker, 1992; Reschly, 2022). Besides, attitudes were constructed around three components (Reschly, 2022; Schiffman & Kanuk, 2004): (1) a cognitive component (beliefs); (2) an affective component (self-confidence, anxiety, values, and feelings); and (3) a conative component (behavior).

The attitude toward speaking is critical because it will influence their lesson performance. However, not all students have the same attitudes regarding their speaking views even though they receive the same information or instructions from the teacher. This condition is one of the causes of the low achievement obtained by students in speaking because the attitudes of students toward writing can reflect their effort to achieve the target.

In the teaching speaking, it is essential for the teacher to recognized their students' attitudes as it can help them predicted what factors might affect the students reflecting such attitude both positives or negatives during speaking activities. Therefore, the teacher should found the best strategy to solve any problems that students faced during speaking learning to achieve the target achievement. While those with negative learning attitudes may feel anxious in learning; they would get bored easily and difficult to enjoy their learning. This suggests that the negative

attitude leads to lack of learning success (Grant, 2018; Yashima, 2020). Moreover, identifying the students' attitude is important to allow teachers understand their students well (Dewaele, 2019; Mandasari & Aminatun, 2019a).

Based on preliminary observation in the LC (Language Center), there are some issues with learning English, such as a lack of vocabulary, a lack of motivation, a lack of fluency in speaking, and students' low self-confidence when using English in speaking class. They are also hesitant to speak English in front of their friends. Additionally, the teacher is unable to recognize the students' speaking difficulties and is unable to foster a favourable environment for the classroom teaching and learning process.

From the previous study, some researchers discuss students' attitudes in speaking and writing. One of them is about students' attitudes toward learning English by Susanti & Mujid (2019). The researchers stated that how the attitude displayed by students will determine the behavior, actions, and involvement of students in the learning process, so that it lead to the level of student understanding or student success in mastering the material. The results showed that the students reflected positive attitudes toward learning English, because the English teacher knew the factors affect students' positive attitudes so that he could apply the best strategy to maintain this condition.

Based on the studies above, this study seeks further discussion on the development of L2 speaking skills by focusing on analyzing students' attitudes toward English speaking activities in the English extensive program in East Java, Indonesia. This study aimed to provide an in-depth analysis of the attitudes that support or hinder the process of L2 speaking skills acquisition and provide understanding to English teachers about the important things that must be considered to increase students' achievement in learning English, especially dealing with L2 speaking. Based on the background of the study, the researchers formulated the problems as follows 1) What are affective components that influence the process of English-speaking activities?; and 2) How Does the affective component influence the process of English-speaking activities for student in Kampung Inggris?

Based on the identification of the problems formulated above, the researchers has limited the scope of this study. This study only focuses on the influence of the affective component on students' attitudes and their experiences with English-speaking activities in the classroom. Then, the researchers only focuses on students'

strategies in dealing with the influence of affective components on English-speaking activities.

Research Methodology

Research Design

Generally, it is a qualitative study as it enables rich description and analysis of the phenomena. Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Ary et al., 2014; Creswell & Guetterman, 2019; Lichtman, 2023; Miles et al., 2014; Young & Diem, 2024). The research builds a complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. This study focuses on English-speaking activities in class B2 basic speaking level at Kampung Inggris.

Research Participant

The population is populations that are objects to be studied, and are usually in the form of groups such as humans (Bogdan & Biklen, 2007; Taylor et al., 2016). Meanwhile, sample are part of the population or representing the population, which are taken and collected either randomly, structurally or in other scientific collective ways (Ary et al., 2014; Creswell & Guetterman, 2019; Miles et al., 2014). The participants of this study were students from class B2 at Kampung Inggris who were learning basic speaking skills. Based on the population, there are 30 students in class B2, basic speaking in Kampung Inggris. So, the research will have class B2 as a sample. For the interview stage, the researchers selected 7 students to conduct interviews and collect further data. The sample of this research used the purposive sampling based on the existence of a specific purpose (Creswell & Guetterman, 2019; Miles et al., 2014). The interview was performed because the data from the questionnaire process could not cover all the information needed for the study. There are three criteria to proceed to the interview stage. They are (1) influencing the affective component, (2) students' experience of some affective components, and (3) those who provide a complete explanation. These criteria were necessary because the research required information about students' effects, experiences, and strategies in English-speaking activities.

Research Instruments

The quantity of devices is crucial so that the researchers employed a variety of tools, including an interview process and questionnaire, to collect the data. Moreover, many sources of data were more beneficial to a study than a single source because multiple sources lead to a fuller understanding of the phenomena that the researchers was studying (Bogdan & Biklen, 2007; Yin, 2018; Young & Diem, 2024). As to gather the data needed, the researchers conducted some approaches in collecting the data, such as questionnaire and interview. This study used questionnaires as instruments to collect data, which consisted of two parts: closed-ended questions and open-ended questions. The closed-ended part used a Likert-scale questionnaire adapted from research conducted by Horwitz et al. (1986) - the Foreign Language Classroom Anxiety. This questionnaire has 20 attitudinal statements that are included in the closed-ended questionnaire section of this study, Each affective component section has one open-ended question.

The participants indicated their responses on four Likert scales ranging from strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). They ticked each statement option. Here, the researchers did not use the "neutral or undecided" option like the original FLCAS questionnaire to avoid middle answers to make the participants clearer and easier to analyze. In addition, 5 open-ended questions were added at the end of each affective component statement, the open-ended questions were used to get participants' opinions on the best and worst parts of the affective component.

Data Analysis Technique

This research was qualitative in nature. Words were used to represent the data that was gathered. To facilitate easy interpretation and description during the data analysis process, it was crucial to first organize and code the large amount of data that had been collected into several categories. The coding of the data was elaborated and categorized in some themes or subject of discussion. The researchers used the code family generated by (Bogdan & Biklen, 2007; Taylor et al., 2016). The table of the code family is presented as follows.

Table 1.

Code Family Developed from (Bogdan & Biklen, 2007; Taylor et al., 2016)

Code Family	Code Description
Setting/ Context Codes	The setting, topic, or subject, and setting.
Definition of Situation Codes	The subject's world view
Perspectives Held by Subjects	Shared rules and norms, some general points of view.
Way of Thinking about People and Objects	Subject's understanding of each other.
Process Codes	Sequences of events changing over time.
Activity codes	Regularly occurring kinds of behavior.
Event Codes	Specific activities that occur in subjects' lives
Strategy Codes	Strategies refer to tactics, methods, way, techniques, etc.
Relationships and Social Codes	Patterns of behavior among people
Method Codes	Isolates material pertinent to research procedure

Therefore, the data gathered in the study were classified into some segments related to the focus of the study. The focus of the study was about the English-speaking Activities of the EFL students' attitudes. Miles et al. (2014) also reveal the importance of the use of pattern coding for helping the process of analyzing the data. To classify the data that had been condensed into a smaller number of sets, themes, and constructs, the researchers employed pattern coding. When assessing the data, pattern coding played a significant role to condense the enormous amount of data. The researchers considered the selection of the themes after conducting the process of data collection. The participants were expected to give a full description of their experience including their personal thought, feeling and the situation of the phenomena. The process of the selection of the data needed was done after the process of collecting the data. The researchers, indeed, considered the data which were needed in the fulfilment of the study.

It was also important to have reliable and valid techniques of data analysis. To make sure the analysis of the data, in this case the data collected from the process of collecting the data. Validity in the qualitative study is obtained through the process of checking the pattern consistency of the theme development (Ary et al., 2014; Creswell & Guetterman, 2019; Lichtman, 2023). Validity takes an important account of the qualitative study (Creswell & Guetterman, 2019). To obtain this criterion, the researchers assured whether the findings in the study are accurate from the standpoint of researchers, participants and the reader as well.

The information was presented as narrative text. It had something to do with a systematic collection of data from which the conclusion would be drawn. All displays (Creswell & Guetterman, 2019; Lichtman, 2023; Miles et al., 2014) are made to compile and arrange information in an easily accessible, condensed manner so that the researchers can see what is going on. This meeting was conducted to summarize the current status of the case. This meeting was guided by a series of questions related to the phenomenon being investigated and there were notes on the answer which were taken to the question as the progress of the meeting. This activity enabled the researchers to review and make the analysis of the data gathered in the process of data collection.

Research Procedure

There are several procedures in conducting qualitative research. Qualitative is used to understand about phenomenon by focusing on the form of words rather than classifying it into variables (Ary et al., 2014). Furthermore, qualitative descriptive is used to express and understand a phenomenon, process, and perspective or view of life (Lichtman, 2023). Below are the stages which are done by researchers from the initial until process of the study:

1. Questionare

The Questionnaire on this research was adopted from Abidin et al. (2012) about the attitude scale of English. There were questions that should be answered by students. The steps of collecting data are as follows: The researchers delivered the questionnaire and met with the student, where they discussed the best time to complete the questionnaire and interview. The researchers then meet with the students in the online zoom and distribute a questionnaire sheet to them.

2. Interview

Interviews are used to support the questionnaires given to students to get information related to the research, a representative of the students was interviewed. Interviewing is a popular way of gathering qualitative research data because it is perceived as "talking," and talking is natural. Interviews do not presuppose any statistical knowledge, and persons to interview, called respondents, might be close at hand and willing (Griffiee, 2005; Lichtman, 2023; Young & Diem, 2024).

Most of the questions focused on the influence of the affective component in English speaking activities in B2 class in Kampung Inggris. Based on specific questions from the researchers, the purpose of the interview is to find out the influence of affective components that occur during English speaking activities.

Findings and Discussion

Findings

This section contains detailed explanations and discussions of the affective components that influence students during English language activities. This section provides the reader with a clear understanding of the root causes behind the different approach's students take in the development of their English language skills. In addition, this section also includes the research setting in which the study took place. This section provides a detailed explanation and analysis of the affective components that influence students during English language activities. It explains the underlying causes of why the students went through such a varied process in their English language development. In addition, this section also includes the research setting. The following research was conducted at Kampung Inggris Pare, which is a public boarding course located in Kediri City, East Java Province, and was established in 1976. The study focused on the affective component of attitudes, which influences students during English-speaking activities. The affective component comprises four key points: self-confidence, anxiety, values, and feelings. Its positive impact on the development of English speaking is crucial, but some students experience the opposite effect.

For the research conducted in Kampung Inggris Pare, class B2 was chosen as the participant. Class B2 is a basic speaking class for students who are new to learning English, making it an appropriate sample for this research as it deals with the affective component that affects beginner English learners. The data for this research was gathered through two sources: questionnaires and interviews as supporting data.

The primary data for this research was collected through interviews, while other data, such as questionnaires, were used to provide complementary information. Complementary data is important in strengthening primary data. The researchers interviewed seven students, who were selected based on specific criteria derived from questionnaire results. As these students were from introductory speaking classes,

the data collected will illustrate the development of different students. The questionnaire was distributed between November 24, 2023, and December 10, 2023. Interviews were conducted between December 20, 2023, and January 2, 2024, and each interview lasted 20 minutes.

In this study, the researchers opted for three code categories to efficiently organize the data that was collected during the data collection process. These specific code categories played a crucial role in the coding scheme process. The categories were chosen based on their frequency of occurrence in all the data collected, thus making it important to organize the data using these categories. Below are the coding categories presented in accordance with the study's RQ.

Table 2

The Relation of RQs and Coding Theme

Research Questions	Coding themes
1. What are affective components that influence the process of Englishspeaking activities?	- Definition of Situation - Way of Thinking
2. How Does the affective component influence the process of English Speaking for student in Kampung Inggris?	- Way of thinking - strategy

The coding strategy is a helpful tool for researchers to answer the research questions generated in a study. The strategy involves two categories. The first one is the definition of the situation code, which presents how the subject defines a particular setting or topic. During data collection, researchers obtained data on affective components that influence students in English-speaking activities. The second category is the subject's way of thinking about the influence of the affective component they experience.

The data in this category pertains to the impact of Affective factors on English-speaking activities in the classroom, as well as the influence of other factors, such as student experience, particularly in emotional components like self-confidence, anxiety, values, and feelings. The data also sheds light on potential solutions or actions that students can take to improve their English-speaking skills.

The findings from questionnaires and interviews were used to analyze the affective aspects, experiences, scenarios, and difficulties encountered during English-speaking activities in the classroom. The last group comprises strategy codes, which deal with the methods, techniques, and other conscious approaches people use to achieve their goals. The data will be further elaborated to address each research question. The figure below illustrates the relationship between each research question and the coding category.

The researchers simplified the data by organizing it into groups of code families and then created themes based on the categories of the simplified data. The table below displays the research themes and the coding scheme of the collected data. According to (Patton, 2002), themes in qualitative research are developed from observed phenomena's characteristics. Therefore, the researchers generated themes based on the pattern of the collected data during the data collection process.

Table 3

The Relation of Themes and Coding Themes

Themes	Codes
1. Various affective components take place in the process of English-speaking activities.	Definition of Situation
	Way of Thinking
2. The students experience several problems in the process of English-speaking activities	Way of Thinking
3. the strategy to cope with the problem experienced by the students in the process of English-speaking activities	strategy

The researchers categorized and classified the data into common themes and then examined the relationship between them and the research questions. The table on the next page illustrates the connection between the research questions and the identified themes.

Table 4

The Relation between the Research Questions and Themes

Research Questions	Themes	Pattern Matching Variable
1	- Various affective components take place in process of English-speaking activities	- Definition of Situation
2	- The Students experience several problems in the process of English-speaking activities - The Strategy to cope with the problem experienced by the students in the process of English-speaking activities.	- Participant's way of Thinking - Participant Strategy

The information displayed in Table served as a guide to develop detailed case descriptions. The relationship between the research questions and the themes shows how the researchers classified the collected data as evidence to answer the questions formulated. Determining the themes helped the researchers find evidence from the data collection process. The research aims to identify the affective influence on the process of students' English-speaking activities, the problems faced by students in English speaking activities, and the strategies used by students to solve these problems. The full explanation will be discussed in the section that answers the research questions, which is part of the data display. According to Miles & Huberman (1994), seeing the display allows the reader to understand what happened and then take further action related to the insights gained through the research.

In this section, the researchers present the research findings based on themes derived from the characteristics of the research phenomenon. The findings are divided into two parts. The first part covers the various affective components that affect English-speaking activities. The second part focuses on the problems that students encounter and the strategies they use to overcome these problems in affective components that involve students in English-speaking activities. Three themes answer the research questions. The findings are presented as follows.

1. The various affective components that influence English-speaking activities.

The first theme generate by the researchers are to answer research question number one, namely "What are affective components that influence the process of English-speaking activities?".

Theme 1: Various affective components take place in the process of English-speaking activities.

The researchers explained how they implemented a step-by-step process and provided reasons for it. They also considered students' affective components, experiences, and causes during English-speaking activities. The researchers used data triangulation to answer questions about how the implementation was done.

Researchers have gathered information about the impact of affective components on students through interviews. This data reveals that affective components affect students participating in English-speaking activities. The four aspects of affective components that impact students are self-confidence, anxiety, feelings, and values. Self-confidence and anxiety are the two aspects that have a significant influence on students as they have similar experiences but different problems. On the other hand, feelings and values only occur in students' emotional states and do not play a significant role in speaking class. Based on the students' answers in the questionnaires, the researchers selected which students would be interviewed. Seven students completed the questionnaire and experienced all four aspects of the practical component during English-speaking activities in Kampung Inggris.

Four Affective components influence students during English-speaking activities. The components are as follows:

1. Self-Confident:

Despite having the same components, the seven students had different opinions and experiences regarding confidence in English-speaking activities. Based on the questionnaire results, Student A has high self-confidence, which relates to the experience of Student A, who believes that self-confidence is essential in learning to speak. She feels that confidence is the best strategy to understand and practice the theory in daily life quickly.

Own Translation: " I feel that confidence is important in learning to speak, and the best way to speak English is to be confident."

As per the feedback received from Student A, having confidence is crucial for both theoretical and practical learning. However, Student B has a different perspective and opines that confidence is an important first step towards learning to speak English, which is essential for daily communication and can

improve performance and learning quality. Based on Student B's statement through the questionnaire, it can be inferred that both students have had similar experiences, but Student B elaborated more on the importance of confidence.

Own Translation: "With the existence of self-confidence, the best first step for yourself is because it is a pre-bridge to convey information or communication to the audience or student. With self-confidence, it is easier to do work and improve performance.

Based on her experience, Student C believes that having confidence is essential when communicating in English with both foreigners and local people. According to the results of Student C's questionnaire, she was able to confidently use body language to convey the topic discussed, which increased her confidence when speaking in English. This technique was also applied by Student C during class.

Own Translation: "Confidence can make me communicate in speaking class; sometimes, I use body language because I feel confident."

2. Anxiety

Anxiety can impact various aspects of the affective components, which are related to emotions and feelings. Affective components include emotions, moods, and attitudes. Here's how anxiety may affect these components.

Anxiety often involves a negative cognitive bias, where individuals tend to interpret situations in a more negative light. This can influence attitudes and perceptions, making it challenging to maintain a positive outlook on various aspects of life. Seven students (A, B, C, D, E, F, and G) in Kampung Inggris who speak English have reported experiencing anxiety during their activities. These students have shared varied perspectives and experiences related to anxiety, which can be observed through their responses in interviews. As a result, there is a positive and negative comparison of the impact of the anxiety component on the students.

Own Translation: I don't feel afraid of learning because I always prioritize what I learn, being able to get out of my comfort zone, and always wanting to try.

Based on the questionnaire result, student A has shared that he feels confident and unafraid of failure when speaking English in class. He possesses a strong character, a sharp intellect, and a determined mindset. Student A strives to push past his comfort zone and overcome any obstacles that may hinder his ability to speak English fluently in the classroom.

3. Feelings

Affective feelings encompass a range of emotions and moods, and they are often characterized by the subjective experience of positive or negative valence.

On the questionnaire, Student A gave a specific answer stating that he felt comfortable and found the B2 class very flexible. This experience is supported by interviews, starting with Student A, who feels comfortable and safe in the B2 class. According to Student A, his classmates always provide support to help him stay motivated to learn and speak. Not only do his friends outside of class encourage him, but his parents also contact him to offer prayers and support to help him learn quickly.

Own Translation: "I feel comfortable and safe with the classroom atmosphere, feel that the surroundings always provide support, externally but internally parents and family do not stop giving encouragement and prayers so that I am given independence in learning."

In the "Feelings" component, seven students experience different emotions in classroom situations. This component affects the students both internally and externally, leading to positive and negative experiences.

4. Values

Values are fundamental beliefs and principles that guide individuals in making decisions, setting priorities, and shaping their behaviors. While values are not directly emotions or feelings, they can influence the affective domain (emotions and feelings) in several ways.

Seven students in an English-speaking class are affected by the values component of the activities. Although each student experiences it differently, some of them share similar experiences. Based on the data, it can be concluded that five students (A, B, E, F, and G) share positive experiences like

appreciation and value, which have a good impact on their English language development. On the other hand, students D and E, although experiencing the same situation, have different perspectives. Student D is rarely appreciated but often criticized, while student E always receives poor grades. These two students sometimes find themselves in flexible and comfortable classroom situations, while other times, it's the opposite.

The information above is to answer question number one. The themes outlined below are to answer the second research question posed in Chapter II, namely, How does the affective component influence the English learning process for students in Kampung Inggris.

2. The impact of Affective factors on learning English for students in Kampung Inggris.

The following findings were to answer research question number two: "How Does the affective component influence the process of English Speaking for students in Kampung Inggris?". To answer this question, the researchers established three themes. The findings are presented as follows.

a. Theme 2: The Students experience several problems in the process of English-speaking activities

It is important to note that the attitudes of students have a significant impact on the development of speaking skills in class B2. However, some students may face difficulties based on their learning experiences in the classroom. For instance, there are seven students who are affected by the affective component, but the impact may be negative for some and positive for others. Similarly, some students may have issues despite having a positive effect, while others may not face any problems despite having a negative impact. Therefore, in order to address these issues, it is necessary to understand the difficulties that students face in relation to the influence of affective components in English-speaking activities. Four factors impact students' attitudes in English-speaking activities: self-confidence, anxiety, emotions, and values.

The conclusion is that the affective component consists of several parts: self-confidence, anxiety, feelings, and values. Each component has a different influence and produces different experiences. Seven students are affected: A,

B, C, D, E, F, and G. However, only some students have problems directly or indirectly. Each component has students who face difficulties during speaking class, especially those who have internal issues such as fear of criticism, lack of confidence, and overthinking. Based on students' experiences, it can be concluded that although the affective component suits students, not all experiences can be categorized as positive because every student has a different attitude and expertise in the speaking class. Internal and external influences can cause problems for students after being affected by the values component.

b. Theme 3: The strategy to cope with the problems experienced by the students in the process of English-speaking activities.

One aspect that contributes to students' attitudes is the affective component, which impacts their English-speaking activities. This impact can be observed in seven students: A, B, C, D, E, F, and G. However, some of these students face issues with the affective component. Three students, D, E, F, and G, struggle with the self-confidence component, while four students, B, C, E, F, and G, experience anxiety. Each student component has distinct problems. The self-confidence component is a challenge for three students - D, E, F, and G, while the anxiety component affects four students - B, C, E, F, and G. Additionally, two students, E and G, have difficulties with the feelings component, while two other students, C and G, struggle with the values component.

Two students, student C and G, are encountering challenges related to the values component. Student C intends to overcome his difficulties in speaking English by being more courageous and daring to do better things, such as reducing his fear and nervousness. On the other hand, student G's strategy is relatively simple - he plans to increase his patience and self-respect.

Discussion

The first research question of this study aimed to determine how student attitudes influenced their performance in English-speaking activities in Kampung Inggris. Attitudes have various components, such as cognitive, affective, and conative components, as described by (Baker, 1992). Among these components, the

affective component has the most significant impact on speaking classes. It has several sub-components, including self-confidence, anxiety, feelings, and values. The current research suggests that the affective component significantly affects students when learning to speak in class. In addition, Wijirahayu & Dorand, (2018) state that the affective component influences students who are processing in a field. Affective influences students with different experiences, but all experiences will be divided into several parts, namely self-confidence, anxiety, feelings, and values. Seven students in the introductory speaking class had varying perspectives. Four students had a positive outlook on the significance of self-confidence in English-speaking activities. On the other hand, the remaining three students felt that lacking self-confidence could hinder their language skills. Although they believed that confidence was essential, they felt inhibited during practice, as they required more confidence to speak English fluently.

Moreover, seven students experienced anxiety during their English language activities, each with their own unique experiences and perspectives. Students A and B were positively affected by their anxiety, although they acknowledged that not all of their feelings were positive. However, both students were able to manage their anxiety effectively. On the other hand, students C, D, E, F, and G were negatively affected by their anxiety, which hindered their speaking development process in class. Despite having different experiences, they all faced similar challenges due to the influence of anxiety.

Nevertheless, the findings of the feelings component indicate that seven students perceive the impact of emotions on English-speaking activities. Among them, four students (A, B, C, D, F, and G) report feeling positive, comfortable and safe. These four students also believe that the feelings component has contributed to their development of English-speaking skills. However, one student (E) experienced negative emotions towards the formal classroom setting, feeling stiff and uncomfortable. Despite this, the feelings component did not hinder the development of English-speaking activities in the classroom.

In conclusion to RQ 1 of the study, the affective components that impact students, such as self-confidence, anxiety, feelings, and values, have varying effects on them. Based on the experiences of students who are affected by these components, they can have positive or negative impacts. All student statements are

supported by the questionnaire results, which are further validated by the interview responses. Each component has different experiences and outcomes. For instance, if student B has a positive experience in the self-confident component but does not have a good experience in the anxiety component, or if student C has a positive experience in the feelings component but needs to improve their experience in the value component. All students have different perspectives, and it can be concluded that each student cannot be evaluated or have the same experience, even if they are in the same class. Each affective component influences different students in different ways.

Students have different experiences when in English-speaking activities; each affective component has a foreign influence. The first component, Self-confidence, described by (Syafri et al., 2022), discusses the influence of self-confidence on students based on respect and experience. Self-confidence is the most essential part that is not separated when speaking English; every student with self-confidence will find it easier to talk to English. The second component, Anxiety, is As explained by (Taly & Paramasivam, 2020), student anxiety can affect the learning process in the classroom. This influence can be divided into two parts: internal and external. Internal anxiety is caused by subjective problems rooted in the student's past, while external anxiety is related to the environment surrounding the student and the place where they are studying. The third component, Feelings, explained by (Sinaga & Pustika, 2021), discusses student attitudes in the school. The influence of student attitudes is one of the components of feelings. The feelings component cannot be described but is felt by students. This study explains that student attitudes influence different experiences and problems. According to (Khanadi et al., 2022), the final component in developing positive attitudes towards speaking is values. Values can have both positive and negative effects on student attitudes, and they play a crucial role in creating positive emotions during speaking activities. Meanwhile, students need appreciation for the achievement of every lesson that has been given. Values and appreciation are two related things in the development of speaking in the classroom.

The second research question is aimed at identifying the problems faced by students due to the affective component and their strategies to overcome these problems. According to Mandasari & Aminatun (2019), the affective component has two parts, wherein student attitudes impact their speaking skills, and the impact

can be both positive and negative, depending on the students' experience and perspective. Affective components are challenging for students who are learning English, as the students receive responses subconsciously (Wijirahayu & Dorand, 2018). The affective component plays an important role in shaping the attitudes of students towards English-speaking activities. Out of the seven students, only a few struggle with this component; however, they have come up with effective strategies to overcome their difficulties. Self-confidence is a crucial aspect of this component, and students D, E, and G have strategies to improve their self-confidence. Anxiety is another component, and students B, C, E, F, and G have strategies to deal with it. As for the Feelings component, students E and G have specific strategies to manage their emotions. Lastly, the values component is addressed by students C and G, who have their own set of strategies. These strategies are beneficial for students to succeed in speaking classes and help them speak confidently in English. The students have devised these strategies by thinking creatively and finding solutions to their problems.

Consequently, students develop their character and strategies to enhance the quality of their English learning. The study revealed that most students who face problems due to the influence of the affective component develop individual strategies to adapt to English-speaking activities in Kampung Inggris.

Conclusion

Based on the results of the first research question, the affective component is a component of student attitudes that influences students in English-speaking activities. Four parts of the affective component are self-confidence, anxiety, feelings, and values. Through the influence of the affective component, students experience different experiences; there are two experiences, namely positive and negative; positive experiences can have a good impact on the development of speaking students in the classroom, while negative experiences will be a challenge and obstacle for students in English speaking activities. The results also show that each student has different experiences; each experience shows the student's development in English-speaking activities. The Affective components influence students to respond and consciously act to give positive or adverse effects.

The second research question concludes that the affective component has an impact on students' experiences. Some students might face problems due to these experiences, but not all. Students who face issues may have negative experiences

that hinder their development in English-speaking activities. On the other hand, students with positive experiences might not necessarily face any problems or obstacles. However, if they do, the issues they face are usually less severe compared to those faced by students with negative experiences. The problems that students face can be solved through their own strategies and problem-solving techniques. Although each student has their own unique way of addressing these issues, most students try to control their emotions, such as nervousness and fear, and motivate themselves to participate in English-speaking activities. Each strategy involves a specific process that students go through when solving problems, and it is affected by the emotional component of the student's experience.

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