



Exploring EFL Learners' Attitudes Toward English Speaking Activities at Titik Nol, Kampung Inggris Pare

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis sikap siswa dalam kegiatan berbahasa Inggris di English Village menggunakan komponen afektif, khususnya kepercayaan diri, kecemasan, perasaan, dan nilai-nilai. Pengalaman siswa menunjukkan dampak dari komponen afektif tersebut. Selama latihan berbicara, penting bagi pengajar untuk memahami baik sudut pandang positif maupun negatif siswa. Oleh karena itu, pendidik harus menentukan pendekatan paling efektif untuk mengatasi tantangan yang dihadapi siswa selama latihan berbicara guna mencapai hasil yang diinginkan. Siswa dengan sikap negatif terhadap pembelajaran mungkin mengalami kecemasan, mudah bosan, dan kesulitan untuk terlibat dalam studi mereka. Peserta penelitian ini adalah siswa tingkat menengah di Titik Nol Kampung Inggris. Penelitian ini menggunakan metode kualitatif, dengan kuesioner dan komponen afektif yang mencakup masalah dan pengalaman yang berbeda. Pengalaman dibagi menjadi dua, yaitu positif dan negatif. Pengalaman positif memiliki dampak positif pada perkembangan siswa dalam kegiatan berbicara bahasa Inggris, sementara perkembangan negatif akan menghambat perkembangan siswa di Kampung Inggris. Siswa juga memiliki strategi, tahu cara menyelesaikan masalah secara internal dan eksternal, serta memahami cara mengembangkan diri dalam kegiatan berbicara bahasa Inggris.

ABSTRACT

The study's purpose, participants, and main findings; however, the implications of the research are not clearly articulated. Although the text briefly states that instructors should understand students' affective components and identify strategies to address challenges, this statement remains too general. The authors should explicitly explain how the findings can inform instructional practices in English-speaking programs for example, by guiding teachers in designing affective-based interventions, adapting classroom activities to reduce anxiety, enhancing support for low-confidence learners, or creating more student-centered speaking environments. Clarifying these implications will strengthen the abstract by demonstrating the practical relevance of the study and highlighting its contribution to teaching and learning in English Village contexts

1. INTRODUCTION

Speaking is the most prevalent and significantly way that people communicate with each other. Because speaking is linked to success in life, as it is an important position both individually and socially (Alotumi, 2021). Communicating with others is a means of expressing thoughts, emotions, opinions, and so forth. People virtually always communicate with one another by speaking. As a results, it is a crucial ability for pupils to acquire when learning English. Speaking becomes an important part in using language (Sutarsyah, 2017) 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.

A substantial body of research has shown that learners' speaking performance is significantly influenced by individual differences such as motivation, anxiety, attitudes, and personality traits (Biri, 2023; Damayanti & Listyani, 2020; Portugal-Toro et al., 2025). Among these elements, attitude is thought to be the most important for language acquisition. According to (Karpudewan et al., 2015), attitude also refers to one's emotions and influences how we behave when learning.

Attitude is not only behavior but also about feelings, beliefs, and behavior tendencies (Hikmah & Lessy, 2024), besides attitudes were constructed around three components (Alzubi et al., 2025): (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.

Subsequently is crucial for teacher to be aware of their students' attitudes when teaching speaking because this will enable them to anticipate the factors that may influence students' attitudes, both positively and negatively, during speaking exercises. To reach the desired outcome, the instructor should determine the most effective method for resolving any issues that students encountered when learning to speak. Negative learning attitudes, on the other hand, can cause anxiety, boredom, and difficulty in enjoying learning. This implies that a negative mindset contributes to poor learning outcomes (Farpour et al., 2025; Goodarzi & Namaziandost, 2025; Zhang et al., 2025). Additionally, teachers must be able to recognize the attitudes of their students to fully comprehend them (Kunlasomboon et al., 2015).

A few studies address students' attitudes in speaking and writing based on the prior study. (Leo et al., 2025) discuss how students feel about learning English according to the researchers, students attitudes will influence their behavior, actions, and involvement in the learning process, which will ultimately determine their level of comprehension or success in mastering the subject because the English teacher was aware of the factors influencing students positive attitudes, he was able to implement the most effective strategy to sustain this condition, and the results demonstrated that the students reflected positive attitudes toward learning English.

Therefore, this study aims to analyze EFL learners' attitudes toward English-speaking activities at Titik Nol Kampung Inggris Pare by focusing specifically on the affective components self-confidence, anxiety, feelings, and values. Understanding how these components support or hinder learners' speaking development is essential for designing effective teaching approaches and creating supportive classroom environments. Based on this background, the research questions of this study are as follows: (1) What affective components influence the process of English-speaking activities? (2) How do these affective components shape learners' experiences during English-speaking activities at Titik Nol Kampung Inggris Pare?

The scope of this study is limited to examining how affective components impact EFL learners' attitudes and experiences during English-speaking activities. Additionally, the study focuses on the strategies learners use to overcome affective challenges that arise during speaking practice.

2. METHODS

Research Design

This study employed a qualitative case study design to gain an in-depth understanding of EFL learners' attitudes toward English-speaking activities at Titik Nol, Kampung Inggris Pare. A case study is appropriate for this research because it enables the investigators to explore a specific bounded systemnamely, a particular group of intermediate learners within an immersive English-learning environment. This design aligns with the purpose of the study, which seeks to examine learners' affective experiences, including self-confidence, anxiety, feelings, and values, as they engage in daily speaking practices. Qualitative research is characterized by its focus on natural settings, rich descriptions, and the exploration of participants' subjective perspectives (Creswell, 2018). In this study, these characteristics support the goal of understanding how students internalize and respond to affective components during speaking activities. Instead of generalizing findings to a wider population, the emphasis is placed on capturing the depth and complexity of learners' emotional and behavioral responses within their actual learning context.

The research site, Titik Nol in Kampung Inggris Pare, plays a significant role in supporting the inquiry. Titik Nol is one of the most active and structured programs within the Kampung Inggris environment, where learners participate in intensive English-speaking activities on a daily basis. This setting provides authentic communicative interactions that are particularly relevant for examining affective components, as students frequently encounter both supportive and challenging speaking situations. The immersive nature of Titik Nol makes it an ideal context for investigating how learners' attitudes develop and how affective factors shape their speaking performance.

Overall, the use of a qualitative case study allows the researchers to analyze learners' experiences holistically and interpret their affective responses within their real learning environment. This approach

strengthens methodological clarity and ensures that the study's design is directly aligned with its objectives.

Research Participants

In qualitative research, a population refers to the group of individuals who are the focus of inquiry, while a sample represents a subset of that population selected for detailed investigation. In the context of this study, the population consisted of learners enrolled in the Intermediate Speaking class at Titik Nol, Kampung Inggris Pare an environment that provides intensive daily English-speaking practice. This setting is particularly relevant because it exposes learners to frequent communicative activities where affective components such as confidence, anxiety, feelings, and values naturally emerge.

From this population, 20 intermediate students formed the sampling frame. To select participants for deeper investigation, the researchers employed purposive sampling, which is appropriate because the study aims to explore affective components that cannot be meaningfully examined without selecting participants who directly experience them. Purposive sampling allows the researchers to intentionally choose learners whose responses reflect varying affective reactions during speaking activities, ensuring that the data aligns with the study's research questions. A total of seven students were selected for interviews based on three criteria: they showed indications of being influenced by affective components, they reported experiences related to at least one affective factor (self-confidence, anxiety, feelings, or values), and they provided sufficiently detailed explanations in the questionnaire.

These criteria ensured that the interview participants could contribute rich, experience-based insights that addressed both research questions, particularly regarding how affective components influence English-speaking activities and what strategies learners use to manage these challenges. Interviews were conducted to complement the questionnaire data by enabling the researchers to access deeper, more nuanced descriptions of learners' emotional experiences, personal reflections, and coping strategies—information that cannot be captured through closed-ended questionnaire items alone. This combination of data sources strengthened the credibility and depth of the findings by providing multiple perspectives on learners' affective processes during English-speaking activities.

Research Instruments

To obtain comprehensive data on learners' affective components in English-speaking activities, this study employed two primary instruments: a questionnaire and semi-structured interviews. The use of multiple instruments allowed the researchers to triangulate data and ensure that the findings addressed both research questions namely, identifying the affective components influencing speaking activities and understanding how these components shape learners' experiences.

The questionnaire consisted of closed-ended Likert-scale items and open-ended questions. The Likert-scale section, adapted from (Ding, 2024), contained 20 statements representing the four affective components examined in this study: self-confidence, anxiety, feelings, and values. Participants responded using a four-point scale ranging from "Strongly Agree" to "Disagree". The neutral option was intentionally removed to reduce central tendency bias and encourage participants to express clearer evaluative judgments regarding their affective experiences. This approach is methodologically appropriate when researchers aim to obtain more decisive responses for interpretive analysis.

To complement the closed-ended items, each affective component included an open-ended question. These questions allowed participants to elaborate on the best and most challenging aspects of their experiences, providing narrative detail that could not be captured through the Likert-scale alone. The open-ended responses were crucial for identifying the nuances of learners' affective reactions, thereby supporting the interpretation of patterns observed in the quantitative ratings.

In addition to the questionnaire, semi-structured interviews were used to obtain deeper insights into learners' experiences, particularly regarding how affective components influenced their participation and how they coped with affective challenges during speaking activities. Interviews offered the flexibility to probe participants' explanations, clarify ambiguous responses, and uncover affective dimensions that may not emerge in questionnaire responses. This instrument therefore played a key role in answering the second research question, which required rich descriptive data. The combined use of closed-ended items, open-ended questions, and interviews strengthened the study's methodological rigor by enabling a more holistic understanding of learners' affective components in English-speaking activities.

Data Analysis Technique

This research was qualitative in nature. The collected data was represented by words. It was essential to first arrange and code the vast amount of data that had been gathered into multiple categories in order to make it easier to interpret and describe during the data analysis process. The data was coded

and categorized according to certain themes or topics of discussion. The code family produced by (Bogdan & Biklen, 2007; Taylor et al., 2016) was utilized by the researchers. 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 of the study. The study's main focus was on the attitudes of EFL students toward English-speaking activities. Additionally, (Wang et al., 2024) highlight the value of using pattern coding to aid in data analysis. The researchers used pattern coding to categorize the data that had been reduced to fewer sets, themes, and constructs. Pattern coding was crucial in reducing the massive volume of data when evaluating the data.

The researchers considered the selection of the themes after conducting the process of data collecting. 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.

Additionally, having valid and dependable data analysis methods was crucial to ensure that the data analysis in this case, the data gathered during the data collection process is accurate. The process of verifying the theme development's pattern consistency yields validity in the qualitative study (Risang Baskara et al., 2024; Shamburg et al., 2023). The qualitative study is a crucial component of validity (Creswell & Guetterman, 2019). To meet this criterion, the researchers guaranteed the accuracy of the study's findings from the perspectives of the researchers, participants, and the reader.

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 (Otto et al., 2025; Shamburg et al., 2023; Xu et al., 2025) 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 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

Conducting qualitative research involves a number of steps. By concentrating on the structure of words rather than categorizing them into variables, qualitative research is used to comprehend phenomena (Hashemi & Mirzaei, 2015). Additionally, a phenomenon, process, perspective, or way of looking at life can be expressed and understood through qualitative descriptive (Menjot et al., 2023). Below are stages which are done by researchers from the initial until process of the study:

a. Questionnaire

The English attitude scale questionnaire used in this study was taken from (Menjot et al., 2023). Students were expected to respond to certain questions. The following are the steps involved in gathering data: after delivering the questionnaire and meeting with the student, the researchers talked about the best time to finish the interview and questionnaire. The students are then given a questionnaire sheet by the researchers during their online Zoom meeting.

b. Interview

A representative of the students was interviewed in order to supplement the questionnaires that were given to them in order to gather data for the study. Because interviewing is seen as "talking" and talking is natural, it is a popular method of collecting qualitative research data. According to (Alotumi, 2021;

Sutarsyah, 2017), respondents may be readily available and willing to participate in interviews, which do not require any statistical knowledge.

3. RESULT AND DISCUSSION

Results

The affective elements that affect students during English language activities are thoroughly explained and discussed in this section. This section gives the reader a clear understanding of the underlying reasons for the various approaches students take to improving their English language proficiency. The research environment in which the study was conducted is also included in this section. The affective elements that affect students during English language activities are thoroughly explained and analysed in this section. 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 Titik Nol Kampung Inggris pare, which is a public boarding course located in Kediri city, East Java Province, and was established in 2017. The study focused on the affective components of attitudes, which influences students during English speaking activities. The affective components comprises for 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.

Participants in the Titik Nol Kampung Inggris Pare study were selected from the intermediate speaking class. Since the study focuses on the affective component that influences intermediate English learners, students in the Intermediate Speaking class who already know basic English make an appropriate sample. Two methods were used to collect the data for this study: questionnaires and interviews.

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 will illustrate the development of different students. The questionnaire was distributed between September 10, 2025 and Oktober 12, 2025. Interviews were conducted between 20 October 2025, 1 November 2025, and each interviews lasted 20 minutes.

Three code categories were chosen by the researchers for this study in order to effectively arrange the data that was gathered during the data collection procedure. These specific code categories played a crucial role In the coding scheme process. The categories were chose 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 theme |
|--|--|
| 1. What are affective components that influence the process of speaking 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 |

Researchers can use the coding strategy as a useful tool to address the research questions that are generated during a study. There are two categories in the strategy. The first is the situation code definition, which explains how the subject defines a specific context or subject. Researchers collected information on affective factors that affect students' engagement in English-speaking activities. The subject's perspective on the impact of the affective component they encounter falls into the second category.

The information in this category relates to how affective factors affect English-speaking activities in the classroom as well as how other factors, like student experience, affect emotional components like feelings, anxiety, self-confidence, and values. Additionally, the data clarifies possible remedies or steps that students can take to enhance their English-speaking abilities.

The affective elements, experiences, situations, and challenges encountered during English-speaking activities in the classroom were examined using the results of questionnaires and interviews. The final category consists of strategy codes, which address the strategies, tactics, and other deliberate methods people employ to accomplish their objectives. To answer each research question, the data will be expanded upon. The relationship between each research question and the coding category is shown in the following figure.

The data was categorized into groups of code families by the researchers, who then developed themes based on these groups. The research themes and the data coding system are shown in the table below. Themes in qualitative research are derived from the features of observed phenomena, according to (Karagöl et al., 2025). As a result, during the data collection process, the researchers created themes based on the data's pattern.

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 student experience several problems in the process of English -speaking activities | Way of Thinking Strategy |
| 3. The strategy to cope with the problem experienced by the students in the process of English- speaking activities | |

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 | Participants way of thinking Participant strategy |

The information displayed in Table served as a guide to develop detailed case descriptions. The relationship between the researcher questions and the themes shows how the researchers classified the collected data as evidence to answer the questions formulated. The researchers were able to locate evidence from the data collection process by identifying the themes. The study seeks to determine the affective impact on students' English-speaking activities, the challenges they encounter, and the methods they employ to overcome these challenges. The section of the data display that addresses the research questions will go over the complete explanation. According to (Biri, 2023), viewing the display enables the reader to comprehend what transpired and subsequently take additional action pertaining to the knowledge obtained from the study. Based on themes drawn from the features of the research phenomenon, the researchers present their findings in this section. There are two sections to the findings. The different affective factors that influence English-speaking activities are covered in the first section. In affective components that involve students in English-speaking activities, the second section focuses on the issues that students face and the methods they employ to solve these issues. The research questions are addressed by three themes. The findings are presented as follows:

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

The first theme generate by the researchers are to answer the 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 used interviews to collect data regarding the effects of affective components on students. According to this data, students who engage in English-speaking activities are impacted by affective factors. Students are impacted by four affective components: values, feelings, anxiety, and self-confidence. Students are greatly impacted by self-confidence and anxiety because they have similar experiences but different issues. However, emotions and values are only present in students' emotional states and have little bearing on how they speak in 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 Titik Nol Kampung Inggris.

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

1) Self-confident

The seven students had different perspectives and experiences about confidence in English-speaking activities, even though they shared the same components. According to the results of the questionnaire, Student A has a high level of trust in herself, which is consistent with her belief that speaking requires self-confidence. She believes that the best way to swiftly grasp and apply the theory in everyday life is through confidence.

"I believe that having confidence is very important in learning to speak, and one of the best ways to speak English is with confidence."

According to Student A's feedback, confidence is essential for both theoretical and practical learning. Student B, on the other hand, has a different viewpoint and believes that developing confidence is a crucial first step in learning to speak English, which is necessary for everyday communication and can enhance learning quality and performance. It is clear from Student B's response on the questionnaire that both students have had comparable experiences, although Student B went into greater detail about the significance of confidence.

"Having self-confidence is the best first step for yourself because it serves as a pre-bridge to communicate with the audience or student. Self-confidence makes it easier to complete tasks and improve performance."

Based on her personal experience, Student C feels that speaking English with both locals and foreigners requires confidence. Student C was able to confidently convey the topic discussed through body language, which boosted her confidence when speaking in English, according to the results of her questionnaire. Student C used this strategy in class as well.

"Self-confidence allows me to speak and interact in class; sometimes, I use body language because I am confident".

2) Anxiety

Numerous facets of the affective components which are connected to feelings and emotions can be impacted by anxiety. Emotions, moods, and attitudes are examples of affective components. This is how anxiety can impact these elements.

People who experience anxiety frequently have a negative cognitive bias, which causes them to see things more negatively. This can affect attitudes and perceptions, making it difficult to keep a positive perspective on different facets of life. Seven English-speaking students at Titik Nol Kampung Inggris (A, B, C, D, E, F, and G) have reported feeling anxious during their activities. As evidenced by their answers in interviews, these students have a variety of viewpoints and experiences regarding anxiety. Consequently, the effect of the anxiety component on the students is compared in both positive and negative ways.

"Because I always value what I learn, being able to step outside of my comfort zone, and wanting to try new things, I don't fear learning".

According to the results of the questionnaire, student A stated that he feels comfortable speaking English in class and is not afraid of making mistakes. He has a determined mindset, a keen intellect, and a strong character. 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.

Speaking in the middle Student A specifically stated on the questionnaire that he felt at ease and thought the class was very adaptable. Interviews are used to support this experience, beginning with Student A, who feels secure and at ease in the intermediate speaking class. Student A claims that his classmates constantly encourage him to continue learning and speaking. His parents get in touch with him to offer prayers and support to help him learn quickly, in addition to the encouragement he receives from friends outside of school.

"I feel very safe and comfortable with the situation and atmosphere in the classroom. I feel that the surrounding environment always provides positive support, both internally and externally. My parents never stop encouraging me and praying that I will be given the freedom to learn."

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 behaviours. While values are not directly emotions or feelings, they can influence the affective domain (emotions and feelings) in several ways.

The activities' values component has an impact on seven students in an English-speaking class. While every student's experience is unique, some students have similar experiences. Five students (A, B, E, F, and G) share positive experiences like appreciation and value, which have a positive impact on their English language development, according to the data. Students D and E, on the other hand, have different viewpoints despite being in the same circumstance. While student E consistently gets low grades, student D is seldom praised but frequently chastised. These two students occasionally find themselves in adaptable and cozy classroom settings, but other times the opposite is true.

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 Titik Nol Kampung Inggris Pare.

b. The Impact of Affective factors on learning English for students in Titik Nol Kampung Inggris

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

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

It is crucial to remember that students' attitudes have a big influence on how well they develop their speaking abilities in class. However, given their classroom learning experiences, some students might encounter challenges. Seven students, for example, are impacted by the affective component; however, the effects may be favourable for some and unfavourable for others. In a similar vein, some students might experience difficulties even though they have a positive impact, while others might not experience any difficulties even though they have a negative impact. Therefore, it is essential to comprehend the challenges that students encounter regarding the impact of affective components in English-speaking activities in order to address these issues. Four factors impact students attitudes in English-speaking activities: self-confidence, anxiety, emotions, and values.

The conclusion is that the affective component is made up of a number of components, including feelings, values, anxiety, and self-confidence. Every element has a distinct impact and generates distinct experiences. A, B, C, D, E, F, and G are the seven students who are impacted. Only a small percentage of students experience issues, either directly or indirectly. Every component has students who struggle in speaking class, particularly those who struggle with internal problems like overthinking, lack of confidence, and fear of criticism. Since each student has a unique attitude and level of proficiency in the speaking class, it is possible to draw the conclusion that while the affective component works well for students, not all experiences can be classified as positive. After being impacted by the values component, students may experience issues due to both internal and external influences.

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

The affective component is one factor that influences students' attitudes and how they engage in English-speaking activities. Seven students A, B, C, D, E, F, and G show this effect. Some of these students, though, struggle with the affective component. Four students B, C, E, F, and G have anxiety, while three students D, E, F, and G have difficulty with the self-confidence component. Every student component has unique issues. Three students D, E, F, and G struggle with the self-confidence component, while four students B, C, E, F, and G struggle with the anxiety component. Furthermore, two students, C and G, struggle with the values component, and two students, E and G, struggle with the feelings component.

Students C and G are having difficulties with the values component. By being more brave and daring to do better things, like lowering his anxiety and fear, Student C hopes to overcome his challenges with speaking English. However, student G's approach is rather straightforward: he intends to improve his self-respect and patience.

Discussion

The first research questions 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 class. Self-confidence, anxiety, feelings, and values are some of its sub-components. According to recent research, students' learning to speak in class is greatly impacted by the affective component. Furthermore, students who are processing in a field are influenced by the affective component, according to (Xu et al., 2025). Students with a variety of

experiences are influenced by affective factors, but all experiences can be broken down into multiple components, such as feelings, values, anxiety, and self-confidence. Different viewpoints were held by seven students in the introductory speaking course. The importance of self-confidence in English-speaking activities was seen favourably by four students. However, the remaining three students believed that their language abilities might be hampered by a lack of confidence. Although they believed that confidence was essential, they felt inhibited during practice, as they required more confidence to speak English fluently.

Additionally, seven students each with their own distinct experiences and viewpoints experienced anxiety during their English language activities. Although they admitted that not all of their emotions were positive, students A and B acknowledged that their anxiety had a positive impact. Nonetheless, both pupils were successful in controlling their anxiety. However, anxiety had a detrimental effect on students C, D, E, F, and G, impeding their ability to develop their speaking skills in class. They all encountered similar difficulties because of the impact of anxiety, even though their experiences were different.

However, the results of the feelings component show that seven students understand how emotions affect English-speaking activities. Four of them A, B, C, D, F, and G report feeling secure, at ease, and optimistic. These four students also think that the emotional component has helped them improve their English-speaking abilities. However, one student (E) felt stiff and uneasy in the formal classroom environment. In spite of this, the development of English-speaking activities in the classroom was not impeded by the feelings component.

According to the study's first research question, students are affected differently by affective factors like self-confidence, anxiety, feelings, and values. These elements can have either positive or negative effects, depending on the experiences of the students who are impacted by them. The results of the questionnaire, which are further confirmed by the interview responses, corroborate every statement made by the students. Every element has distinct experiences and results. For example, if student C has a good experience in the feelings component but needs to improve their experience in the value component, or if student B has a good experience in the self-confident component but not in the anxiety component. Since every student has a unique viewpoint, it follows that even if they are in the same class, they cannot all be assessed or have the same experiences. Different students are influenced differently by each affective component.

Every affective component has a foreign influence, and students' experiences in English-speaking activities vary. According to (Syafri et al., 2022), the first component, self-confidence, addresses how students' self-confidence is influenced by respect and experience. When speaking English, self-confidence is the most crucial component that cannot be separated; any student who possesses self-confidence will find it easier to communicate in English. Anxiety, the second element, is According to (Taly & Paramasivam, 2020), students' anxiety can impact the classroom learning process. There are two components to this influence: internal and external. While external anxiety is linked to the student's surroundings and the location where they are studying, internal anxiety is brought on by subjective issues that have their roots in the student's past. According to (Sinaga & Pustika, 2021), the third component, Feelings, addresses student attitudes in the classroom. One of the elements of feelings is the impact of students' attitudes. Students experience the feelings component, which is indescribable. This study clarifies how various experiences and issues are influenced by students' attitudes. Values are the last element in creating positive attitudes toward speaking, according to (Khanadi et al., 2022). Values are important for fostering positive feelings during speaking exercises and can have both positive and negative effects on students' attitudes. In the meantime, students need to be acknowledged for their accomplishments in each lesson. In the development of speaking in the classroom, values and appreciation are intertwined.

The purpose of the second research question is to determine the issues that students encounter as a result of the affective component and their solutions. The affective component consists of two parts, according to (Bremner et al., 2022). Depending on the student's experience and viewpoint, the impact of their attitudes on their speaking abilities can be either positive or negative. Students learning English find affective components difficult because they receive responses subconsciously (Leo et al., 2025). Students' attitudes toward English-speaking activities are significantly shaped by the affective component. Only a small percentage of the seven students have trouble with this component, but they have developed practical solutions. Students D, E, and G have techniques to boost their self-confidence, which is an important part of this component. Students B, C, E, F, and G have coping mechanisms for anxiety, which is another component. Regarding the Feelings component, students E and G employ particular techniques to control their emotions. Finally, students C and G use their own strategies to address the values component. These strategies are beneficial for students to succeed in speaking classes and help them to speak confidently in English. The students have devised these strategies by thinking creatively and finding solutions to their problems.

As consequence, students improve the quality of their English learning by developing their character and strategies. According to the study, the majority of students in Titik Nol Kampung Inggris who experience difficulties as a result of the affective component develop personal strategies to adjust to English-speaking activities.

4. CONCLUSION

The affective component is a part of student attitudes that affects students in English-speaking activities, according to the findings of the first research question. The affective component consists of four components: values, feelings, anxiety, and self-confidence. Students encounter both positive and negative experiences as a result of the affective component's influence; positive experiences can positively influence speaking students' development in the classroom, while negative experiences will present difficulties and barriers for students participating in English-speaking activities. The findings also demonstrate that every student has unique experiences, each of which demonstrates the student's growth in English-speaking activities. Students' responses and deliberate actions are influenced by the affective components, which can have either positive or negative consequences.

The second research question concludes that the affective component has an impact on student 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. Conversely, students who have had positive experiences may not encounter any issues or challenges. If they do, though, their problems are typically less serious than those of students who have had bad experiences. Students can use their own methods and approaches to solve the problems they encounter. While every student approaches these problems in a different way, most students make an effort to manage their feelings, such as anxiety and fear, and encourage themselves to engage in English-speaking activities. The emotional aspect of the student's experience influences each strategy, which entails a particular process that students go through when solving problems.

5. REFERENCES

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