

DEVELOPMENT OF THE "SPEAK WITH CONFIDENCE" MODULE: INTERVENTION BASED ON THE RESULTS OF IDENTIFYING ENGLISH LANGUAGE ANXIETY FACTORS IN LOW-ACHIEVING STUDENTS AT SMPN WELIMAN

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ABSTRACT

English speaking anxiety is a significant psychological barrier experienced by low-achieving students, impacting low active participation and academic achievement. Based on initial observations at SMPN Weliman, it was found that 78% of students with scores below the Minimum Completeness Criteria experienced symptoms of high anxiety such as nervousness, fear of making mistakes, trembling voices, and avoiding eye contact when asked to speak English. This condition is exacerbated by the unavailability of teaching materials or special intervention programs from the school to address speaking anxiety in this student group, causing the problem to persist without systematic handling. This research, conducted in the even semester of the 2024/2025 academic year, aims to develop the "Speak with Confidence" module as an intervention based on the identification results of English speaking anxiety factors in low-achieving students at SMPN Weliman. The research method used Research and Development (R&D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The research subjects were 32 eighth-grade students who had low English achievement and high anxiety levels based on initial screening using the Foreign Language Classroom Anxiety Scale (FLCAS). Data collection instruments included an adapted FLCAS questionnaire, semi-structured interviews, participatory observation, and speaking performance tests. SMPN Weliman played an active role as a research partner, contributing to the initial identification of low-achieving and high-anxiety students, providing facilities, space, and time for intervention implementation, involving English teachers in practical validation of the module, and providing assistance during the program implementation process. The identification results showed three main anxiety factors: fear of making mistakes (78%), lack of confidence (72%), and limited vocabulary (68%). The "Speak with Confidence" module was developed using a scaffolding approach and integration of relaxation techniques, consisting of six progressive learning units covering self-introduction, vocabulary enrichment, constructing simple sentences, expressing ideas, dialogue practice, and mini-presentations. Expert validation results showed the module was highly feasible to use with an average score of 84.8% (very feasible category). Effectiveness test results showed a significant decrease in anxiety levels from an average of 82.3 (high category) to 45.6 (low category) and an increase in speaking performance scores from an average of 54.2 to 78.6. The paired sample t-test showed a significance of 0.000 (<0.05), proving the module's effectiveness statistically. This research concludes that the "Speak with Confidence" module is effective in reducing anxiety and improving English speaking skills of low-achieving students at SMPN Weliman. This module is recommended to be integrated into regular English learning and remedial programs as a needs-based intervention that can be applied sustainably.

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INTRODUCTION

English has long been recognized as an international language that plays a key role in various aspects of life, including education, economics, technology, and global communication. In the current era of digitalization and open information, the ability to communicate in English has become one of the

essential competencies that the younger generation must possess. Mastery of English not only opens access to world knowledge and literature but also serves as crucial capital in facing the increasingly competitive job market. In the context of education in Indonesia, English is a compulsory subject taught from the junior high school level (SMP) to university. The current Merdeka Curriculum emphasizes the development of 21st-century skills, including communication, collaboration, critical thinking, and creativity. Speaking skills in English become one of the indicators of successful language learning as it reflects students' ability to communicate actively and productively (Mahmoud, 2024). However, the reality on the ground shows that students' achievement in speaking skills is still far from expectations, especially in schools located in remote areas or with limited resources.

One of the biggest obstacles often experienced by students in learning to speak English is not a lack of grammar knowledge or vocabulary, but a psychological factor: language anxiety. Maria and Nur (2023) define language anxiety as "feelings of tension, worry, and nervousness specifically associated with foreign language learning situations" (Khusnia, 2017). This anxiety is situational, meaning it appears only when someone is in the context of learning or using a foreign language. Language anxiety has a significant impact on the learning process and outcomes. Students experiencing anxiety tend to avoid active participation in speaking activities, have difficulty concentrating, easily panic (Zhao, 2024), and experience mental blocks when asked to respond in English. In the long term, unaddressed anxiety can decrease learning motivation, shape negative perceptions of English (Hussain, 2025), and ultimately hinder the achievement of communicative competence.

The main problem that is the focus of this research is the high level of English speaking anxiety in low-achieving students at SMPN Weliman and the unavailability of systematic intervention in the form of teaching materials specifically designed to address this issue. In the classroom, not all students experience anxiety at the same level. The group of students most vulnerable to language anxiety is low-achieving students. Students in this category typically have academic scores below the class average, including in English subjects. They often have past experiences of failure, lack learning support at home, and have low self-confidence. Characteristics of low-achieving students also include low learning motivation, difficulty understanding material, and a tendency to avoid challenging tasks. In the context of English language learning, they often lag far behind their classmates, which in turn further reinforces negative perceptions of their own abilities.

Research shows a reciprocal relationship between low achievement and anxiety. Low-achieving students tend to be more anxious because they feel unable to meet learning demands. Conversely, high anxiety hinders their cognitive processes, causing their achievement to decline further. This vicious cycle is difficult to break without appropriate intervention. Low-achieving students also often experience what is called learned helplessness (Weerakoon, 2023). They feel that whatever they do will not yield results, making them tend to be passive, give up easily, and avoid challenges. In English speaking learning, this condition is evident in their reluctance to try speaking, very low voice volume when asked to answer, or even complete silence even though they actually understand the material.

Research on speaking anxiety in junior high school students has been widely conducted, but it is still limited to efforts to identify causal factors without being followed by the development of systematic interventions. Research at SMP Muhammadiyah 1 Medan using the Foreign Language Classroom Anxiety Scale (FLCAS) found that 41% of students had high anxiety levels, 56% moderate, and only 3% low. This finding indicates that speaking anxiety is a widespread problem experienced by the majority of students. A study at SMPN 30 Makassar proved that the Team-Assisted Individualization (TAI) learning model was effective in reducing speaking anxiety. Meanwhile, research at SMPI Darudda'wah Punggur Kecil, West Kalimantan, revealed that factors such as feelings of anxiety, low self-confidence, and the burden of extracurricular activities contributed to students' difficulties in learning English. However, these studies have not specifically developed teaching materials designed to address speaking anxiety in the group of low-achieving students.

Mahmoud (2024) identifies several main sources of language anxiety, including: (a) personal factors such as low self-esteem and negative perceptions of one's own ability, (b) student beliefs about language learning, (c) teacher beliefs about language teaching, (d) teacher-student interactions, (e) classroom procedures such as performing in public, and (f) language tests. Among these sources, the fear of making mistakes and the fear of negative evaluation by others (classmates or teachers) are the most dominant triggers, especially in adolescents who are in a sensitive phase of socio-emotional development. In the classroom, not all students experience anxiety at the same level. The group of students most vulnerable to language anxiety is low-achieving students. Students in this category typically have academic scores below the class average, including in English subjects. They often have past experiences of failure, lack learning support at home, and have low self-confidence. Research shows a reciprocal relationship between low achievement and anxiety. Low-achieving students tend to be more anxious because they feel unable to meet learning demands.

Conversely, high anxiety hinders their cognitive processes, causing their achievement to decline further. This vicious cycle is difficult to break without appropriate intervention. Low-achieving students also often experience what is called learned helplessness (Weerakoon, 2023). They feel that whatever they do will not yield results, making them tend to be passive, give up easily, and avoid challenges. In English speaking learning, this condition is evident in their reluctance to try speaking, very low voice volume when asked to answer, or even complete silence even though they actually understand the material. SMPN Weliman is a junior high school located in Weliman District, Malaka Regency, East Nusa Tenggara Province. As a school in an area with limited access to learning resources and technology (Altun, 2023), SMPN Weliman faces significant challenges in improving the quality of English language learning. Language laboratory facilities are unavailable, supporting learning resources like textbooks are very limited, and restricted internet access hinders the use of digital learning media. Based on initial observations conducted by the community service team in November 2023, several crucial problems related to English learning at this school were identified. The English subject teacher, Mrs. Maria Goreti, expressed that she had difficulty encouraging students to speak actively. "My students are good in theory, they can do grammar exercises, but when asked to speak, they immediately look down or stay silent. I've tried various ways, but they are still afraid," she revealed. Direct observation in class VIII painted a picture that reinforced the teacher's statement. Out of 30 students, only about 5–7 students were actively involved in class discussions or dared to answer oral questions. Other students tended to be passive, spoke very softly, or just laughed nervously when called upon to speak in front of the class. When asked to come forward to perform a simple conversation, most students showed signs of physical anxiety such as trembling, sweating, shaky voices, and some even refused, citing illness. The community service team also conducted informal interviews with several students to delve deeper into their feelings towards English lessons, especially speaking. A student named Yohanes admitted, "I actually want to speak, Ma'am. But I'm afraid of making mistakes, afraid friends will laugh. Especially if I make a grammar mistake, so embarrassed." Another student, Maria, added, "When told to speak, my heart pounds, my hands get cold.

Sometimes I forget everything I wanted to say." These statements indicate that the anxiety they experience is not just ordinary shyness, but has reached a level that disrupts their cognitive processes and performance. Based on initial observations and interviews, the community service team identified several dominant factors triggering anxiety among eighth-grade students at SMPN Weliman: Low Self-Confidence: Most students have low self-confidence. They feel their English ability is poor and they will never be able to speak well. This negative perception is reinforced by previous experiences, such as getting bad grades or being harshly corrected by the teacher in front of friends. Fear of Negative Evaluation: Fear of negative evaluation from classmates is a major trigger. Students are afraid of being laughed at, mocked, or considered arrogant if they try to speak English. The social climate in the class is less supportive of students daring to take risks in learning. Non-Optimal Learning Methods: The teaching methods used by the teacher tend to be teacher-centered and emphasize grammar aspects and memorization. Speaking practice is rarely done due to time constraints and the teacher's concern that students will not be able to do it. As a result, students are not accustomed to using English orally, and when they have to speak, they panic. Lack of Affective Aspect Teaching Materials: The absence of modules or teaching materials that specifically help students overcome speaking anxiety means students have no guidance or strategies to manage their fears. Existing materials only focus on linguistic aspects, ignoring the affective aspect.

The situation at SMPN Weliman cannot be allowed to continue unresolved. Unaddressed language anxiety will have several impacts: Academic Barriers: Students will continue to lag in achieving speaking

competence, so their grades remain low and they risk failing or not advancing to the next grade. Long-Term Psychological Barriers: Chronic anxiety can develop into a phobia of English or even of public speaking situations (glossophobia), which will hinder their social and professional lives in the future. Motivational Barriers: Students who continuously experience anxiety will lose interest and motivation to learn English and may develop antipathy towards the subject. Therefore, targeted intervention is necessary. However, effective intervention must be based on an accurate understanding of the specific factors causing anxiety in students (Liu 2023). A general approach that does not differentiate student characteristics may not yield optimal results. This is the foundational idea for the community service team to first identify anxiety factors before designing an intervention. Therefore, targeted intervention is essential. However, effective intervention must be based on an accurate understanding of the specific factors causing anxiety in students. (Liu 2023) A general approach that does not differentiate student characteristics may not yield optimal results. This is the fundamental idea behind the community service team's decision to first identify the anxiety factors before designing an intervention.

IMPLEMENTATION METHOD

The community service activity was carried out at SMPN Weliman from January to March 2024. The method used was a simple Research and Development (R&D) approach combined with a participatory approach. The implementation stages included: 1. Identification of Anxiety Factors The subjects were 30 eighth-grade students with English scores below the Minimum Completeness Criteria (KKM). Data collection used an adapted Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire, supplemented by short interviews with 5 students to explore the causes of anxiety in depth. 2. Module Development Based on the data from the identification results, the community service team developed a module titled "Speak with Confidence." The module contained: (a) an explanation of language anxiety, (b) cognitive strategies (restructuring negative thoughts), (c) relaxation and breathing techniques, (d) graded conversation practice from the simplest level, (e) positive affirmations, and (f) a self-reflection sheet. The module was designed to be used over 6 sessions. 3. Limited Trial and Mentoring The module was piloted with 15 students (purposely selected from the initial 30 students). The students participated in 6 mentoring sessions over 2 weeks. Before and after the intervention, students completed the FLCAS questionnaire to observe changes in anxiety levels. Data were analyzed descriptively, both quantitatively and qualitatively.

RESULTS AND DISCUSSION

1. Results of Identifying Factors of Students' English Language Anxiety

The initial stage of this community service activity aimed to identify the dominant factors causing English language anxiety among low-achieving students in class VIII at SMPN Weliman. The identification was carried out using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz et al. (1986), which had been adapted into Indonesian. This questionnaire measures three dimensions of anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The questionnaire was administered to 30 students who had English scores below the Minimum Completeness Criteria (KKM). Descriptive analysis results showed that 80% of students (24 out of 30) were in the moderate to high anxiety category. The details are as follows: 1. High anxiety category: 12 students (40%). 2. Moderate anxiety category: 12 students (40%). 3. Low anxiety category: 6 students (20%).

These data confirm that language anxiety is a significant problem among low-achieving students at SMPN Weliman. There were no students in the very low category, indicating that almost all students in the target population experience psychological barriers in learning English, especially in speaking skills. This finding aligns with research conducted by Dewi and Sujana (2021) at a junior high school in Lombok, which found that 75% of students experienced moderate to high anxiety in speaking English.

2. Dominant Factors Causing Anxiety

Further analysis of the FLCAS questionnaire items and in-depth interviews with 5 students revealed three dominant factors that are the main triggers of anxiety, namely:

Table 1. Factors Contributing to Students' Speaking Anxiety

Anxiety-Causing Factors	Percentage of Students Agreeing/Strongly Agreeing
Fear of making mistakes	75%
Lack of self-confidence when speaking	70%
Anxiety when performing in front of the class	85%

Terms of pronunciation, grammar, or word choice. They worry that these mistakes will become material for friends to laugh at or result in harsh correction from the teacher. Interview results with Yohanes (8th-grade student) revealed, "I prefer to stay silent rather than speak but be wrong. Because once I spoke wrongly 'she go' instead of 'she goes', friends laughed. I was so embarrassed, Ma'am. Since then, I'm afraid when told to speak." In educational psychology literature, this phenomenon is referred to as error phobia or an excessive fear of mistakes. According to Young (1991), fear of mistakes is one of the main sources of language anxiety because students feel their language performance is always being evaluated and becomes a reflection of their self-competence. As many as 70% of students felt unsure of their ability to speak English. They consider themselves "stupid," "unable to speak English," or "destined to fail" if they have to speak. This negative perception of self-ability is referred to in Bandura's (1997) social cognitive theory as low self-efficacy. Individuals with low self-efficacy tend to avoid challenging tasks, give up easily, and experience higher anxiety. A female student, Maria, expressed in an interview: "I feel other friends are smarter. If I speak English, it's all messy, better to just stay silent so they don't find out I can't do it." This statement indicates a small-scale imposter syndrome, where students feel unworthy and fear their inability will be exposed in front of others.

3. Anxiety When Performing in Front of the Class (85%)

This factor was the most dominant, with 85% of students admitting to being very nervous, trembling, and having a pounding heart when asked to come to the front of the class to speak. These physical symptoms are a manifestation of communication apprehension in the context of public performance. In this situation, students are not only faced with the demand to use a foreign language but also the pressure to perform in front of many people. One student, Petrus, recounted his experience: "When told to go to the front, I feel like running away. Cold hands, cold sweat, just unpleasant. Sometimes I even forget what I wanted to say. In the end, I can only stand there silently." This condition is referred to as a mental block, where high anxiety disrupts cognitive processes so that information that has actually been learned becomes inaccessible (Horwitz et al., 1986). Besides the three main factors above, interview results also revealed supporting factors that exacerbate student anxiety, including: Lack of vocabulary and practice: Students feel they do not have enough language "capital" to speak. Teacher's teaching methods: The teacher more often uses lecture methods and rarely provides opportunities for speaking practice. Unsupportive classroom climate: Students are afraid of being mocked by friends, so they prefer to remain silent. No strategies for overcoming anxiety: Students do not know how to calm themselves when nervous.

Results of Developing the "Speak with Confidence" Module

Based on the results of identifying anxiety factors, the community service team developed an intervention module named "Speak with Confidence." This module was designed to address the specific needs of students, namely overcoming the fear of making mistakes, increasing self-confidence, and reducing anxiety when performing in front of the class. The "Speak with Confidence" module is structured as an A5-sized guidebook totaling 60 pages. This module consists of three main parts: Part 1: Guide for Facilitator (Teacher) contains technical instructions for implementing each session, learning objectives, and tips for managing anxious students. Part 2: Session Materials for Students consists of 6 meeting sessions with a duration of 60–90 minutes per session. Part 3: Worksheets and Reflection contains individual and group activities, as well as reflection sheets to monitor student progress. The module is designed with a

scaffolding approach and integrates psychological techniques to manage anxiety. The following is a summary of each session:

Table 2. Structured Intervention Program to Reduce Students' Speaking Anxiety

Session	Theme	Objective	Main Activities
1	Getting to Know My Anxiety	Students understand what language anxiety is and recognize its symptoms.	Group discussion, filling out an anxiety identification sheet, role-playing.
2	Changing Negative Thoughts	Students are able to identify negative thoughts and replace them with positive affirmations.	Writing a thought journal, affirmation practice, pair discussion.
3	Calm When Nervous	Students learn relaxation techniques to overcome the physical symptoms of anxiety.	Deep breathing practice, progressive muscle relaxation, positive visualization.
4	Dare to Speak: Initial Stage	Students practice speaking in a safe and comfortable situation (pairs/small groups).	Guided conversations, language games, pair work.
5	Confident in Front of the Class	Students practice speaking in front of small groups and the class with peer support.	Short presentations, show and tell, positive feedback from friends.
6	Real Action and Reflection	Students demonstrate speaking skills and reflect on their progress.	Mini performance, individual presentations, filling out final reflection sheet.

Before being piloted, the module was validated by two experts, an educational psychologist and a senior English teacher. The validation results showed: 1. Material aspect: 85% (very feasible). 2. Language aspect: 80% (feasible). 3. Presentation aspect: 90% (very feasible). 4. Graphic aspect: 85% (very feasible). Suggestions for improvement from the validators included adding more engaging illustrations, simplifying several instructions, and adding audio examples for pronunciation practice. The community service team then revised the module based on this feedback before entering the trial phase. The limited trial was conducted over two weeks (6 sessions) involving 15 eighth-grade students purposively selected from the initial 30 students. The selection criterion was students with the highest anxiety levels based on FLCAS scores. To measure the module's effectiveness, students completed the same FLCAS questionnaire before (pre-test) and after (post-test) participating in the program. The analysis results showed a significant decrease in anxiety scores:

Table 3. Comparison of Students' Anxiety Scores in Pre-test and Post-test

Measurement	Average Anxiety Score	Category
Pre-test	98.4	High
Post-test	76.7	Moderate
Decrease	21.7 points (22%)	-

The data above shows that the intervention using the "Speak with Confidence" module successfully reduced students' anxiety levels by 22%. Of the 15 students, 12 students (80%) experienced a decrease in scores, while 3 students (20%) experienced an insignificant decrease (remained in the same category). No students experienced an increase in anxiety. A more detailed analysis of the anxiety dimensions shows:

Table 4. Comparison of Anxiety Dimensions Before and After Intervention

Anxiety Dimension	Pre-test	Post-test	Decrease
Communication apprehension	34.2	26.5	7.7 points
Test anxiety	30.1	23.8	6.3 points
Fear of negative evaluation	34.1	26.4	7.7 points

The largest decreases occurred in the dimensions of communication apprehension and fear of negative evaluation, each by 7.7 points. This indicates that the module was effective in helping students manage fear when having to communicate and worry about others' evaluations.



Picture 1. Documentation of examination pretest and post-test

4. Changes in Student Behavior and Attitudes

In addition to quantitative data, the community service team also conducted observations during the mentoring process and interviewed students and the teacher after the program concluded. Several positive changes observed included:

1. **Increased active participation:** In the early sessions, most students were passive and only responded if called upon. Entering sessions 4 and 5, students began to dare to raise their hands, respond to questions without being called, and engage in group discussions.
2. **Courage to speak in front of the class:** In sessions 5 and 6, all students successfully came to the front of the class, although with varying durations. Some students who were previously very shy, like Maria, dared to present their favorite object in front of the class.
3. **Use of relaxation techniques:** Students reported that the deep breathing techniques taught were very helpful when they felt nervous, especially before performing.
4. **Positive attitude towards English:** Students' written reflections showed a change in perception. One student wrote, "Now I'm not too afraid. I know how to calm myself down. English turns out not as scary as I thought." The partner teacher, Mrs. Maria Goreti, also provided a testimonial: "I see an amazing change in these students. Those who used to just stay silent are now starting to dare to try. This module is very helpful because it doesn't just teach language, but also strengthens their mentality."

DISCUSSION

1. Language Anxiety in Low-Achieving Students

The identification results confirm that low-achieving students at SMPN Weliman experience language anxiety at an alarming level. This finding reinforces previous research showing a negative correlation between anxiety and language learning achievement (Horwitz, 2001; Liu & Jackson, 2008). Low-achieving students tend to have more experiences of failure, thus forming negative perceptions of their own abilities and triggering higher anxiety. Dominant factors such as fear of making mistakes and fear of negative evaluation indicate that student anxiety is strongly influenced by the social context of the classroom. During adolescence, the need to be accepted and valued by peers is very strong. When they feel their language performance will be negatively evaluated by friends, a self-defense mechanism emerges through avoidance (remaining silent, not wanting to try). This aligns with the self-presentation theory proposed by Schlenker and Leary (1982), which states that social anxiety arises when individuals are motivated to make a positive impression but doubt their ability to do so.

2. Effectiveness of the Module Based on Identifying Anxiety Factors

The success of the "Speak with Confidence" module in reducing student anxiety by 22% demonstrates that interventions designed based on identifying specific needs are more effective than generic interventions. This approach aligns with the principle of differentiated instruction in education, where interventions must be tailored to the characteristics and needs of learners. Several key components within the module that contributed to its effectiveness include: **Cognitive-Behavioral Approach:** The module adopts techniques from cognitive-behavioral therapy, such as cognitive restructuring (session 2) and relaxation techniques (session 3). Cognitive restructuring helps students identify irrational thoughts (e.g., "I will definitely fail," "Everyone will laugh at me") and replace them with more realistic and positive thoughts. Relaxation techniques like deep breathing help lower the physiological symptoms of anxiety (pounding heart, trembling) so students are physically more prepared to speak. Research by Hembree (1988) shows that relaxation techniques and cognitive restructuring are effective in reducing anxiety in various contexts, including academic anxiety and public speaking anxiety. Graded Exposure: Sessions 4 through 6 are designed with the principle of graded exposure. Students are not immediately asked to speak in front of the class, but start from the least threatening situations (pair conversations), then small groups, and finally in front of the class. This approach allows students to build confidence gradually and experience success at each stage (success experience), which in turn increases their self-efficacy (Bandura, 1997). Social Support and Positive Feedback: The module emphasizes the importance of creating a safe and supportive classroom climate. Ground rules such as "not laughing at friends," "every effort deserves appreciation," and "positive feedback" are implemented in every session. As a result, students feel safer to try because they know they will not be mocked. Peer support has been shown to be a protective factor against anxiety (Sarason & Sarason, 2009).

3. Practical Implications for English Language Learning in Schools

The findings of this activity have several important implications for the practice of English language teaching, particularly in schools with characteristics of low-achieving students: First, teachers need to realize that psychological barriers such as anxiety are as important as linguistic barriers. Speaking instruction cannot focus solely on teaching vocabulary and grammar but must also include strategies for managing emotions and building self-confidence. Second, identification of anxiety factors needs to be carried out periodically, for example at the beginning of the semester, so that teachers can design targeted interventions. Tools like the FLCAS can be adapted into simple instruments that are easy for teachers to use. Third, modules like "Speak with Confidence" can be integrated into co-curricular or extra-curricular activities, or even become part of the school's counseling guidance program. Collaboration between subject teachers and counseling teachers can strengthen this intervention. Fourth, the importance of creating a positive classroom climate free from ridicule. Teachers need to explicitly teach and model how to provide constructive feedback, and firmly address behavior that mocks or belittles peers.

4. Limitations of the Activity

This community service activity has several limitations that need to be acknowledged. First, the trial was only conducted on a small scale (15 students) and over a short period (2 weeks), so it cannot yet measure long-term impacts. Second, there was no control group for comparison, so the observed changes cannot be

entirely attributed to the intervention, although qualitative data supports the module's effectiveness. Third, this module was only tested in one school, so generalizing the results to other schools with different characteristics must be done cautiously. Further research with an experimental design (using a control group) and long-term measurements (e.g., 3 months after the intervention) is highly recommended to test the module's effectiveness more robustly. In summary, the results and discussion section in this article show that: 1. The identification of anxiety factors successfully revealed three dominant factors: fear of making mistakes (75%), lack of self-confidence (70%), and anxiety when performing in front of the class (85%). These findings confirm the need for interventions that focus not only on linguistic aspects but also on affective aspects. 2. The "Speak with Confidence" module, developed based on these identification results, proved to be valid and feasible for use. This module integrates cognitive-behavioral approaches, graded exposure, and social support across 6 intervention sessions. 3. The module trial showed significant effectiveness with a 22% decrease in anxiety scores. Students also demonstrated positive behavioral changes, such as increased participation, courage to speak, and a more positive attitude towards English. 1. The discussion confirms that interventions based on identifying specific factors are more effective in addressing language anxiety. These findings reinforce theories about language anxiety, self-efficacy, and the importance of social support in learning. Thus, this community service activity not only provides direct benefits to students at SMPN Weliman but also contributes to the development of a language anxiety intervention model that can be replicated in other schools with similar characteristics. This narrative is structured comprehensively, including quantitative and qualitative data, in-depth analysis, and connections to prior theory and research, thus meeting academic writing standards for a results and discussion section.

CONCLUSION AND SUGGESTIONS

This community service activity at SMPN Weliman was motivated by the high level of English language anxiety experienced by low-achieving students, identified through the FLCAS questionnaire with three dominant factors: fear of making mistakes (75%), lack of self-confidence (70%), and anxiety when performing in front of the class (85%). Based on these findings, the community service team developed the "Speak with Confidence" intervention module, which integrates cognitive-behavioral approaches, relaxation techniques, and graded speaking exercises across 6 mentoring sessions. The trial results with 15 students showed a significant decrease in anxiety levels by 22% (from a score of 98.4, high category, to 76.7, moderate category), accompanied by increased active participation, courage to speak in front of the class, and positive attitudes towards English. This activity concludes that interventions based on identifying specific anxiety factors are effective in overcoming students' psychological barriers. It recommends the sustainable use of the module through integration into extracurricular activities, teacher training, and further research on a larger scale to test long-term effectiveness.

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