

8996-30247-2-
layout_romadhon.pdf
by E-structural Journal

Submission date: 15-Jan-2024 01:04PM (UTC+0700)

Submission ID: 2271209311

File name: 8996-30247-2-layout_romadhon.pdf (828.9K)

Word count: 9685

Character count: 54121

1
Analysis of Language Anxiety: A Study in English Speaking Classes among Vocational Students**Syaefani Arif Romadhon¹, Iin Indrayanti², M. Taufik Qurohman³**^{1,2,3}Politeknik Harapan Bersama, Tegal, Indonesia¹syaefani1984@gmail.com²iinindrayanti@poltek1tegal.ac.id³taufikqurohman87@gmail.comArticle History: Submitted August 14th, 2023; Accepted October 10th, 2023; Published December 6th, 2023**1**
Abstract. This study is intended to determine the factors that cause student anxiety in speaking in English, and solutions to overcome this anxiety. This research was carried out at the vocational campus Harapan Bersama Polytechnic in 11 study programs with 177 participants. This research used qualitative method. The data were collected using questionnaires and interviews. The results of the questionnaire analysis show that the highest cause of anxiety is non-teacher feedbacks and the solution to overcome the anxiety problem is individual preferences. In addition, based on the interview analysis, the cause of anxiety was the influence of regional dialect spoken in northern Java coastal areas (Tegal, Brebes, Slawi, Pemalang, Bumiayu, Cirebon). Lecturers and educational institutions must consider the curriculum and students' psychological condition, so it is hoped that it can reduce students' anxiety level.**Keywords:** problem solution; psychological condition; speaking anxiety**Abstrak.** Penelitian ini dimaksudkan untuk mengetahui faktor-faktor yang menyebabkan kecemasan mahasiswa dalam berbicara dalam bahasa Inggris, dan solusi untuk mengatasi kecemasan tersebut. Penelitian ini dilaksanakan di kampus vokasi Politeknik Harapan Bersama di 11 program studi dengan 177 subjek. Penelitian ini menggunakan metode kualitatif. Data dikumpulkan menggunakan kuesioner dan wawancara. Hasil analisis kuesioner menunjukkan bahwa penyebab kecemasan tertinggi adalah tidak adanya koreksi dari dosen, dan solusi untuk mengatasi masalah kecemasan tersebut adalah preferensi individu. Selain itu, berdasarkan analisis wawancara, penyebab kegelisahan adalah pengaruh dialek daerah, yaitu dialek pesisir Jawa bagian utara (Tegal, Brebes, Slawi, Pemalang, Bumiayu, Cirebon). Dosen dan institusi pendidikan harus mempertimbangkan kurikulum dan kondisi psikologis mahasiswa, sehingga diharapkan dapat mengurangi tingkat kecemasan mahasiswa.**Kata kunci:** solusi masalah; kondisi psikologis; kecemasan berbicara**INTRODUCTION**

English is the language of **16** instruction or social language; therefore, many people want to master English well. Some parents send their children to bilingual schools or schools that use full English instruction. Some even join private English or distance online learning. This situation is done solely to improve speaking skills that need attention from parents and students. So, it is hoped that by making these various efforts, English as a Lingua Franca can be realized properly (Wulandari, 2020). It takes tremendous effort from students from Indonesia to learn English because English is not their daily language.

Other factors are also due to the limited time in the classroom to learn English and limited access to English learning outside the classroom for certain students who need assistance from teachers and lecturers. Students need motivators and facilitators to learn English to communicate. Students sometimes interpret this as difficult learning English (Ardiansah, 2023). In English, four skills must be mastered. Still, many researchers argue that students must master speaking skills because by speaking, students will practice some material about English such as proper grammar, pronunciation, or fluency of sounds. With speaking practice, students learn to hear and respond to what the interlocutor conveys, so that their use of English is more meaningful and acceptable. Assessment of speaking skills is challenging and requires accuracy of values for research purposes (Aditya & Chairuddin, 2021). In communication activities, language has a very vital role. Society needs language as capital to communicate well and acceptably. In the members of the Society, language is a means of communication. A vital tool is needed to communicate with other parties, namely language (Shabrina & Ardini, 2019). Speaking is needed for communication purposes. Some experts state that speaking is also a very significant skill in our lives because speech is a means of communication in most of our lives. English is also needed for students at all levels, such as in schools, universities, and language institutions (Hanafiah et al., 2022).

Communication fear is a type of shyness indicated by anxiety about communicating with others and excessive fear (Tsang, 2020). Feeling nervous about others is inevitable (Ireland, 2020). The benchmark of someone who can communicate well is that he can speak well. Students can convey their wants, share ideas and emotions, and understand and ask questions. The main goal of language learning is the ability to express opinions and communicate with others. Since English is accepted as a global language, learners must communicate well and participate in communicative activities around them. Among the four language skills, inductive speaking skill is noted as the most difficult skill to master by most learners. Speaking is the most crucial skill to master among the four skills (John & Aus, 2021). To support the speaking atmosphere, lecturers are suggested to use learning media to make the learning process more interesting and fun. Besides that, the lecturers should use more learning methods to avoid boredom in the classroom (Romadhon, 2019).

The students required motivation, guidelines, and particular strategies to enhance their teaching ability to give them more confidence and increase their vocabulary. In particular, they may find attending seminars, discussions, and presentations useful. Some also need particular attention to perfect their pronunciation, grammar, fluency, other language-related skills, and individual attention. Memory strategies or perhaps the process of relating concepts learned and applying them to enhance their speaking skills is one of the strategies. Most of them read newspapers, and books, watch TV News or news channels, cartoons and movies, send messages, talk to relatives at home, and listen to others speak in English and in front of the mirror (Rajitha & Alamelu, 2020).

Anxiety is marked by being nervous, tense, worried, and/or fearful of doing certain things. Research results confirmed that this specific anxiety interfered with learners' language achievement. The two main causes why learners experienced speaking anxiety were their fear of making pronunciation mistakes and their fear of potential humiliation from peers for the mistake (Bashori et al., 2021). The definition of anxiety in psychology is "subjective feelings of nervousness, fear, apprehension, and fear associated with the arousal of the autonomic nervous system" (Bárkányi, 2021). When students are asked to speak or engage in some form of interaction in a foreign language, it causes anxiety. Language anxiety can affect a student's speaking skills. Anxiety is an emotional and individual characteristic that has a significant influence on language learning (Munchen et al., 2021). Foreign language anxiety is one factor that can potentially hinder learners' achievement in oral performance. The process of teaching mini-speeches, presentations, and feedback can reduce speaking anxiety in a

language class over some time. These activities, combined with systematic feedback sessions significantly reduced participants' speaking anxiety levels at the end of the semester and helped them gain more confidence as they had more practice opportunities and learn from their mistakes. This process not only reduces their anxiety levels but also makes them more comfortable and aware of the speaker in their class (Ölmezer-öztürk & Öztürk, 2021).

Anxiety is an effective factor that negatively affects speech performance. Speech anxiety is also known as communication fear (Aldukhayel & Namaziandost, 2022). Most students do not have the opportunity to practice speaking English outside of class. Teachers have an important role in motivating students in speaking performance. The results revealed that students were rewarded and praised for performing speaking tasks efficiently. Most students have a positive perception of the importance and necessity of speaking skills. It is an important factor that the teacher should consider and implement various teaching activities to attract the interest of all students towards the lesson. Evidence from research suggests that the time allotted for students to be prepared for speaking assignments is sufficient.

Based on the experience of the researcher it determined that students were not given enough tasks to perform. Feeling pressure to perform well is another common difficulty of EFL learners; less than half of students have anxiety, fear, and inhibition in performing oral activities that cause speech difficulties and affect EFL students' fluency (Qasemi, 2020). Problems faced by students in English include lack of correct vocabulary, grammar acquisition, proper pronunciation, English input outside the classroom, lack of self-confidence, and lack of English curriculum development.

There are some implications for the development of an English curriculum. First, the speaking curriculum should be well-planned. Second, lecturers should create an English curriculum connected to technology and social media that allows students to gain cultural knowledge and experience worldwide. Third, lecturers should provide an English curriculum with English-speaking networks so that students have more opportunities to speak English inside and outside the class (Wahyuningsih & Afandi, 2020). A previous study was also conducted by (Amoah & Yeboah, 2021). This study investigated non-English major students in the foreign language department of Nanjing Tech University. The purpose was to critically evaluate the factors affecting Chinese EFL learners' speaking performance, determine their motivation level, and investigate how to enhance EFL proficiency. The factors that hinder speaking performance were characterized as linguistic or psychological factors. The results of this study showed that Chinese EFL learners have speaking problems that have more to do with psychological aspects such as anxiety, fear of being wrong, hesitation, and fear of negative judgment than linguistic aspects such as poor vocabulary, pronunciation, poor knowledge of grammar rules, reading, and spoken presentation.

Further research was done by (Putri Zarina et al., 2019). This study examined the factors that contribute to problems in speaking English among maritime students in two universities in Malaysia. The study considered five paradigms: learner personality, the amount and quality of exposure to English, learners' attitudes, students' motivation, and the educational management of English classes on campus. The study also compared the reasons for speaking problems in English between male and female students. It was discovered that the main causes of students' speaking problems originated from the English course teacher's pedagogical management, English exposure, and personality which contribute moderately to students' difficulty.

Another research was conducted (Al-Mukdad, 2021) in the teaching English as a foreign language context (TEFL). The study mainly focused on the potential factors contributing to speaking anxiety

in pre-intermediate level EFL learners, the direct or indirect effects of speaking anxiety on overall performance, and suggesting possible treatments for this problem. The study was done at The Higher Language Institute (HLI). The results indicate that all types of factors were hardly considered separately. However, linguistic aspects proved to be dominant in students' oral performance. Lastly, a specific treatment was provided depending on the data acquired and the most crucial one was to implement an unmarked speaking test to lower speaking anxiety in oral exams. For research related to speaking, more emphasis is placed on research subjects from vocational campus students, who come from 11 study programs, where they get very limited English lectures, only once a week. Their English exposure is very minimal. As additional information on campus, Harapan Bersama Polytechnic has implemented "English Day" or the obligation to use English in the campus area every Thursday and Friday. But in reality, this did not go well. Even before the implementation of English Day, several English lecturers had trained campus staff and lecturers. However, this cannot motivate students to practice English.

Researchers also assess that English is very important for vocational student graduates because it has now entered the global era. Globalization is present in the era of massive technology like now. Globalization encourages the world to develop and renew knowledge. The existence of the internet, mass media, smartphones, and other technologies facilitates globalization. Some of the technology used by humans today in its use uses English and some of the references needed also come from abroad, this requires a good understanding of English. Some alumni who work in large-scale companies also have superiors from abroad. This is why English must be mastered by students before they complete their studies.

According to the policy of the Harapan Bersama Polytechnic campus, students are also required to take the TOEFL test as a graduation prerequisite before graduation with a minimum passing score of 400. The implementation of the TOEFL test is under the supervision of the Language Integrated Implementation Unit. The test is carried out online and offline. After taking the test, students will get a certificate with the score listed. If students get a score below 400, they must repeat the test. Some alumni also provide input to researchers to improve student speaking skills to serve as a provision for alumni to prepare for interviews and other needs at work. Based on these considerations, researchers feel the need to research this so that English-speaking activities become routine on campus and hope that this positive habituation can improve students' speaking skills. This study aims to find what factors cause speech anxiety in Harapan Bersama Polytechnic students along with solutions to overcome these problems, where data collection uses questionnaires and interviews of several student samples.

METHOD

The study implemented one short case study design. The type of research chosen is qualitative, and it focuses on analyzing the students' anxiety without taking or giving treatment. The respondents came from Harapan Bersama Polytechnic students from semester 2 to semester 8, with 177 respondents from 11 study programs. This research used 2 instruments, a questionnaire and an interview. The questionnaire contained a set of questions adapted from (Young, 1990), the questionnaire was distributed with 24 questions to answer for the Linkert scale; agree, strongly agree, disagree, and strongly disagree using Google form. The analysis was taken from graphics, charts, and spreadsheets. The results of the questionnaire were then analyzed from them. The question items were provided in Indonesian to facilitate the questionnaire filling by respondents. The questionnaires assessed the factors causing speech anxiety and solutions to overcome the anxiety. Additional data

were also collected by interviewing 10 participants from 11 study programs as the samples using random sampling techniques. The question was focused on factors causing the anxiety and the strategies for overcoming their anxiety.

Table 1 shows that the subject of the research included 11 departments of Harapan Bersama Polytechnic. There are 177 respondents.

Table 1 The Subject of the Research

No	Study Program / Department	Total	Percentage
1	Midwifery Diploma III	6	3.4%
2	Pharmacy Diploma III	5	2.8%
3	Accounting Diploma III	45	25.4%
4	Computer Engineering Diploma III	29	16.4%
5	Mechanical Engineering Diploma III	48	27.1%
6	Electrical Engineering Diploma III	15	8.5%
7	Visual Communication Design Diploma III	9	5.1%
8	Nursing Diploma III	6	3.4%
9	Hospitality Diploma III	13	7.3%
10	Informatics Engineering Diploma IV	1	0.6%
11	Public Sector Accounting Diploma IV	0	0
TOTAL		177	100%

RESULTS AND DISCUSSION

Based on Table 2, the majority, or a total of 151 has given positive responses (116 respondents agree and 35 respondents strongly agree) on **Non-Teacher feedback**. They feel less confident when they speak without any feedback from teachers, teacher feedback is required to improve their speaking skills. The rest of the 26 responses (24 respondents disagree and 2 respondents strongly disagree) show that teacher feedback is not required in speaking sessions. In addition, **classroom performance** or speaking in front of the class has become one of the biggest challenges among the students. They feel shy, afraid of making mistakes, and being laughed at for some mixed dialects between Javanese and English 100 respondents (76 agree and 24 strongly agree). Similar results are shown in the **Peer Feedback**. A total of 87 (66 agree and 21 strongly agree) respondents believe that peer feedback has caused displeasing situations during speaking activities. Students tend to give comments, mock, or make some jokes to bring hilarious and less focus.

Table 2 Factors Causing Students' Anxiety

Anxiety Factors	SD	D	A	SA
Classroom Performances	6	71	76	24
Non-Teacher Feedbacks	2	24	116	35
Peer Feedbacks	6	84	66	21

In short, Non-Teacher Feedback is the most concern among students causing their speaking anxiety, followed by Classroom Performance and Peer Feedback as displayed in Figure 1.

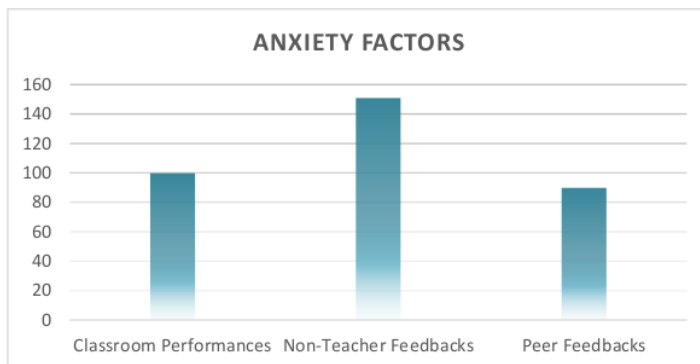


Figure 1 Anxiety Factors

Based on the questionnaire obtained from the Google form, the following information was obtained:

1. Students felt more confident about practicing Speaking English in class if they practiced speaking more, agreed with the statement 114 (64.4%), strongly agreed 47 (26.6%), disagreed 14 (7.9%), and strongly disagreed 2 (1.1%).

Active speaking English practice can help students feel more confident speaking English in class and in everyday situations. The more often students practice speaking English, the better their speaking skills will be. By mastering these skills, they will feel more prepared and confident in expressing themselves in English. Practicing speaking in supportive situations, such as in class, allows students to receive correction and feedback from faculty and classmates. It can help to correct their mistakes. Speaking English in a classroom context or communication situation can help students understand how language is used in everyday life. The more often students speak in front of others, the less anxiety they feel. This helps them feel more confident in speaking situations that demand active speaking, such as presentations or conversations with native speakers. However, it is important to remember that feeling confident in speaking English takes time and consistent effort. Students need to be given a supportive environment to practice and overcome anxiety.

2. Students feel embarrassed to practice Speaking English in front of the class if they know people or friends who see them practicing it, agreed with the statement 77 (43.5%), strongly agreed 22 (12.4%), disagreed 72 (40.7%) and strongly disagreed 6 (3.4%).

Students may worry about how they will be graded by their classmates or peers. They worry about making mistakes or sounding strange, which may affect their friends' view of them. In a classroom environment, there is sometimes pressure to perform well in front of friends. If students feel that their English speaking is not as good as expected, they may feel embarrassed or not want to appear weak in front of friends. Some students may feel embarrassed if they make mistakes in front of friends, even if those mistakes are a normal part of the learning process. To address this issue, teachers and classroom environments need to create a supportive atmosphere in which students feel comfortable practicing speaking English. So it is necessary to create an environment where students feel safe to make mistakes and learn from them without shame. If necessary, activities are made in pairs or small

groups. Practicing speaking in pairs or small groups can reduce students' pressure to speak in front of the class as a whole. The need for constructive and positive feedback to help students feel rewarded for their efforts. Students also need to be given an understanding that making mistakes is a normal part of learning a new language. Teachers can also be role models by speaking English confidently and acknowledging that everyone learns from mistakes.

3. Students felt very relaxed in class when they had studied many the night before, agreed with the statement 116 (65.5%), strongly agreed 36 (20.3%), disagreed 22 (12.4%), and strongly disagreed 3 (1.7%).

Students tend to feel calmer in class when they have done adequate study preparation beforehand. This preparation can help students feel more confident, ready to face learning materials, and more comfortable in following learning in class. When students have prepared learning materials ahead of time, they have a better understanding of what will be taught in class. This makes it easier for them to follow the teacher's explanations and contribute to the discussion. Adequate preparation helps to increase students' self-confidence. They know that they have basic knowledge of the topics covered and are better able to answer questions or participate in class activities. Students often feel anxious or restless when they are not prepared for class. Adequate preparation can reduce this anxiety because they know that they have taken the time to understand the material. When students have prepared the material, they are better able to participate in discussions, answer questions, and interact with classmates and teachers. This helps them feel more involved in the learning process. Students who have prepared themselves tend to be better at overcoming obstacles or difficulties that may arise during learning. They have a solid knowledge base to solve problems.

4. Students were less anxious in class when they were not the only people answering the question, agreed with statement 109 (61.6%), strongly agreed with 30 (16.9%), disagreed with 36 (20.3%), and strongly disagreed with 2 (1.1%).

Student anxiety when answering questions in class can be reduced when they are not the only person answering. This is due to several psychological and social factors that can influence students' feelings of anxiety. When a student knows that he or she will not be the only one answering the question, the pressure to give a perfect or correct answer can be reduced. This can reduce feelings of tension and anxiety that often arise when someone has to answer questions in front of the class singly. In addition, when several students answer questions, the classroom atmosphere can become more inclusive and collaborative. Students may feel more comfortable sharing thoughts and discussing with their classmates. It can also provide an opportunity for students who lack the confidence to keep participating without feeling too pressured by the attention that is too focused on one individual.

5. Students can speak English quite well, but when students know that they are being assessed, they immediately lose focus, agreed with the statement as many as 103 (58.2%), strongly agreed as much as 37 (20.9%), disagreed 36 (20.3%) and strongly disagreed 1 (0.6%).

Many students or individuals have good speaking skills, but when they are placed in situations that assess their language skills, they can experience cognitive impairment due to anxiety resulting in difficulty in speaking or communicating fluently. When a person feels intensely judged or cared for in certain situations, such as an oral test or presentation in front of a class, anxiety can affect focus and the ability to think clearly. This effect often occurs in foreign language learning, where students may feel more anxious to speak the language they are learning when they are aware that they are being judged by teachers or classmates. This anxiety can disrupt the flow of thoughts and hinder

access to vocabulary and language structures that students master. Educators need to create an environment that supports and reduces student pressure when speaking in the language being learned. Providing speaking opportunities in more relaxed situations, focusing on the learning process rather than the result, and providing positive feedback can help students overcome anxiety that affects their language skills.

6. Students are willing to give voluntary answers in class, the important thing is to answer without thinking about their answers being wrong or correct, agreed with the statement as many as 98 (55.4%), strongly agreed as many as 20 (11.3%), disagreed 54 (30.5%), and strongly disagreed 5 (2.8%).

Students tend to be more willing to give answers voluntarily in class when the learning environment supports a sense of security and acceptance, where they feel that the answers given will not be judged as right or wrong. It deals with the concept of learning that focuses more on the process than the result. When students feel that the classroom environment is a place where they can try, learn, and participate without fear of being judged or criticized, they tend to be more courageous to speak up and share their thoughts. Educators who create an inclusive and supportive atmosphere, and provide constructive feedback, will encourage students to be more confident in speaking and participating. If students feel that mistakes are a normal part of learning and that they can learn from every answer they give, they are more likely to participate without fear of failure. This can help them build speaking skills, expand vocabulary, and understand concepts better. It's also important to avoid demeaning or criticizing wrong answers. Conversely, responding positively and providing support in correcting or directing students to more appropriate answers will help build their confidence.

7. Students enjoy classes when they work/study in pairs or groups, agreed with the statement 111 (62.7%), strongly agreed with 42 (23.7%) disagreed with 22 (12.4%), and strongly disagreed with 2 (1.1%).

Learning in pairs or groups allows students to interact with their classmates. This can create a more relaxed and entertaining atmosphere, which makes the learning process more enjoyable. Cooperation in groups allows students to collaborate in solving problems or completing tasks. It can stimulate creative minds and allow students to learn from each other. Every student has a different way of learning. Some may be better at understanding material orally, while others may be better with visuals. In groups, students can help each other with different approaches to understanding concepts. Group learning can also provide emotional support. Students can feel more comfortable asking questions or asking for help from classmates than just the teacher. Pairing or in groups can create a variety of in-class activities. This can help prevent boredom and make students more excited in the face of learning.

8. Students feel more comfortable in class when they are not asked to come to the front of the class, agreed with the statement 94 (53.1%), strongly agreed with 34 (19.2%), disagreed 46 (26%), and strongly disagreed with 3 (1.7%).

Some students have more extroverted personalities and are confident in social situations, including public speaking, while others may be more introverted and feel more awkward in those situations. Previous experience speaking in front of a class or participating in a presentation can affect how students feel. If they have a positive experience, they may be more comfortable than those who have had a negative experience. A classroom environment that supports and facilitates student participation can contribute to their feelings. A class that encourages collaboration, support from classmates, and

constructive assessment can help reduce discomfort. A student's confidence level in their ability to speak in public can also play an important role. Students who feel competent and prepared may be more comfortable than those who feel unsure. Educators need to understand the needs and feelings of their students and strive to create an environment that supports the development of student communication and confidence in classroom situations.

9. Students enjoy the classroom atmosphere if there is no correction/evaluation from the lecturer, agreed with the statement 67 (37.9%), strongly agreed with 28 (15.8%), disagreed with 74 (41.8%), and strongly disagreed with 8 (4.5%).

An ideal and effective classroom life involves various aspects, including correction and evaluation from the teacher. However, it is important to understand that an appropriate and balanced approach should be taken in providing correction and feedback to students. Too many negative, critical corrections or evaluations may result in an unpleasant, anxious, or uncomfortable classroom atmosphere for students.

However, this does not mean that students will automatically enjoy the classroom atmosphere if there is no correction or evaluation at all. Feedback and evaluation are an important part of the student learning and development process. It helps students to understand their progress, know areas for improvement, and build the ability to overcome academic challenges. So, too much negative evaluation pressure may not result in a positive classroom atmosphere, complete elimination of evaluation is also not a solution. A balanced approach, which emphasizes positive feedback, rewards for effort, and a focus on student development, is more likely to create a supportive and enjoyable classroom atmosphere.

10. Students are more willing to speak up in class when we discuss current events, agreed were 109 (61.6%), strongly agreed with 18 (10.2%), disagreed 46 (26%), and strongly disagreed with 4 (2.3%).

Engaging students in conversations about current or contextual events can increase their interest and engagement in learning. This can allow them to relate the material learned to the real world, develop critical thinking skills, and think about the relevance of what they are learning. However, students' preferences for speaking in class about current events can vary. Current events have direct relevance to students' lives, so they may feel more motivated to participate in talks and share their views. Current events that are emotionally significant can motivate students to talk more. They may feel more connected to the topic and more willing to voice their opinions. So, while many students may prefer to talk about current events because of relevance and emotional involvement, it's still important to acknowledge individual differences in preferences and comfort speaking in front of the class. Using an approach that pays attention to students' needs and feelings can help create a positive and rewarding learning experience.

11. Students will not be upset/annoyed if there is not too much workload in a short time, agreed 86 (48.6%), 54 (30.5%) strongly agreed, disagreed 26 (14.7%), and strongly disagreed 11 (6.2%).

Providing students with an adequate workload can help reduce their stress and discomfort levels. Giving adequate time to complete assignments can allow students to work effectively, plan their work, and produce better results. Students often have a lot of assignments, homework, and other activities. Despite being given enough time for certain tasks, if their overall workload is very high, they can still

feel depressed. Some students may feel more comfortable with tight deadlines as this can motivate them to work more effectively. Meanwhile, other students may prefer longer periods to explore and develop their understanding. If the lecturer provides clear direction, provides guidance, and explains the purpose of the task, this can help reduce the stress associated with the task. Teachers and educators need to consider these factors when planning assignments and setting deadlines. The primary goal should be to create a learning environment that supports student development without causing excessive stress.

12. Students enjoy the classroom atmosphere when students perform Role Play (role plays) in class. 94 (53.1%) agreed, strongly agreed 30 (16.9%), 49 (27.7%) disagreed, and strongly disagreed 4 (2.3%).

Many students feel engaged and love the classroom atmosphere when they engage in role-playing activities. Role-playing is a learning method that involves students in simulating real or fictitious situations. Role plays allow students to actively participate in learning. They must talk, interact, and collaborate with classmates to carry out their respective roles. In role plays, students can apply the knowledge and skills they learn in real contexts. This helps strengthen their understanding of the subject matter. Through role-playing, students can get a feel for how the characters they play feel and respond to certain situations. This can increase their empathy and understanding of other people's perspectives. These activities can help students build speaking, listening, and communication skills effectively.

13. Students prefer to speak in class if the class is smaller. 93 (52.5%) agreed, strongly agreed 16 (9%), disagreed 61 (34.5%), and 7 (4%) strongly disagreed.

Many students tend to feel more comfortable opening, speaking, and being active in smaller classes compared to larger classes. In smaller classes, students have a greater opportunity to interact more personally with faculty and classmates. This can make them feel more confident in speaking and opinions. In smaller classes, lecturers can give more individual attention to each student. This can provide a greater sense of support and reduce anxiety in speaking in front of a crowd. In smaller classes, there are more opportunities for each student to speak and participate. There is no "hidden" in a large crowd, and this can encourage students to be more actively involved.

14. Students feel comfortable in class when they come to class prepared. 104 (58.8%) agreed, strongly agreed with 66 (37.3%), disagreed with 6 (3.4%), and strongly disagreed with 1 (0.6%).

Students tend to feel more comfortable in class when they come in with adequate preparation. When students arrive well-prepared, they tend to feel more confident in the face of upcoming subject matter or activities. They feel more prepared to participate in discussions and answer questions. Prior preparation allows students to have an initial understanding of the material to be covered in class. This makes it easier for them to follow the lessons and gain further understanding. Students who prepare tend to be more active in interacting with teachers and classmates. They can ask questions, contribute, and engage in discussions better.

15. Students prefer to take an active role in class when there is a Debate session scheduled, agreed were 73 (41.2%) strongly agreed with 17 (9.6%), disagreed with 82 (46.3%), and strongly disagreed with 5 (2.8%).

Debate is a form of learning activity that involves students in speaking and arguing about a particular topic. Debate can have some benefits that encourage student participation. Debate helps students build speaking and argument skills by formulating clear arguments and supporting their views, encouraging students to analyze information, evaluate different points of view, and formulate logical responses. Debate sessions allow students to take on the role of leader and take responsibility for their views. However, keep in mind that some students may still feel awkward or uncomfortable in public speaking, regardless of the type of activity performed. Therefore, educators need to create an inclusive and supportive environment, where students feel safe to participate according to their comfort level.

16. College students are less anxious in class when they're not the only people answering questions in class, agreed 118 (66.7%) strongly agreed 27 (15.3%) disagreed 29 (16.4%), and strongly disagreed 3 (1.7%).

In many cases, college students may feel less anxious or overwhelmed when they're not the only person answering questions in class. The anxiety that arises when having to speak in front of the class is often reduced if there is sharing participation from other classmates. When many students participate in speaking or answering questions, the pressure to perform well may be more divided. When several people speak, there are opportunities to hear different points of view and different answers. This can help ease concerns about giving the wrong answer.

17. Students prefer if there is role play material in class, agreed 89 (50.3%) strongly agreed with 31 (17.5%), disagreed with 52 (29.4%), and strongly disagreed with 5 (2.8%).

Many students tend to feel enthusiastic and interested in the practice of role-play in class. Role-playing activities involve students in simulating specific situations where they take on the role of characters and interact according to a given scenario. Role-play activities allow students to be actively involved in the learning process. Not only do they listen to lecturers or read texts, but they instantly engage in situations and interact with classmates. Through role-play, students can apply the concepts learned in real or simulated situations. This helps strengthen their understanding of the subject matter. Role play encourages students to use their imagination and creativity in developing characters, scenarios, and dialogue.

18. Students feel comfortable speaking in English if their friends understand each other if something goes wrong, agreed with 102 (57.6%), strongly agreed with 36 (20.3%), disagreed with 33 (18.6%), and strongly disagreed with 6 (3.4%).

College students tend to feel more confident speaking in English if they know that their friends will understand each other and not judge if something goes wrong. A supportive and inclusive environment can give students greater confidence to speak English without fear of making mistakes. If students feel safe and comfortable in a supportive classroom environment, they are more likely to speak English. When students know that their peers won't criticize or criticize if there are language errors, they feel more emboldened to try and speak up. A classroom environment that encourages positive learning and mistakes are considered a natural part of the learning process will help students feel more comfortable speaking. Speaking in English with friends can increase social interaction and encourage them to practice the language. Students realize that the main purpose of speaking in English is to communicate, and mistakes are not a major obstacle to achieving this goal.

19. Students prefer to give answers voluntarily rather than being appointed to give answers, agreed 112 (63.3%), strongly agreed 38 (21.5%) disagreed 24 (13.6%), and strongly disagreed 3 (1.7%).

Many students prefer to give answers voluntarily rather than being appointed to give answers. Speaking in front of a class or participating in discussions can be a challenging situation for some students, especially if they feel cared for or evaluated by classmates and lecturers. Therefore, giving students the option to participate voluntarily can create a more inclusive and supportive atmosphere. College students tend to feel more comfortable when they choose to speak. Not feeling forced or pressured to give answers can reduce anxiety levels. Students have differences in their level of readiness to participate. Providing choices helps respect individual readiness levels. Some students feel pressure when they are specially appointed to give answers. Giving them the option to participate voluntarily can reduce feelings of burden.

20. Students prefer to actively participate in class when the topics discussed are interesting, agreed were 111 (62.7%), strongly agreed with 50 (28.2%), disagreed with 13 (7.3%), and strongly disagreed with 3 (1.7%).

Students tend to prefer to actively participate in class when the topics discussed interest them. Interesting topics have the potential to motivate students to engage more deeply in learning and interact with the subject matter. Topics of interest have something to do with students' lives or their interests. They are more likely to feel connected to the subject matter and want to contribute to the discussion. Students who feel interested in topics tend to have higher motivation to learn. This encourages them to actively participate and seek deeper understanding. Lecturers can help keep students interested and engaged by designing engaging learning, creating connections between the subject matter and students' daily lives, and providing options for students to explore different aspects of topics. By responding to student interests and needs, educators can create a more engaging and engaging learning environment for all students.

21. Students will not be too nervous to take oral exams if they have practiced a lot before, agreed 104 (58.8%), strongly agreed with 52 (29.4%), disagreed with 16 (9%), and strongly disagreed with 5 (2.8%).

Students tend to feel more confident when facing oral exams if they have practiced a lot before. Good preparation and adequate practice can help reduce the level of anxiety and stress associated with oral exams. Through practicing oral exams, students have the opportunity to better understand the material to be tested. This deep understanding can provide confidence when answering questions and overcoming challenges. Practicing these oral exams consistently helps students build better speaking and communication skills. This helps them feel better equipped to answer questions clearly and fluently. Lecturers can help students overcome anxiety by providing clear guidance or a grid of questions about what to expect in oral exams, providing positive feedback, and creating a supportive environment.

22. Students enjoy the classroom atmosphere when they can work with other students, agreed 120 (67.8%), strongly agreed 36 (20.3%) disagreed 19 (10.7%), and strongly disagreed 2 (1.1%)

Students tend to prefer a classroom atmosphere where they have the opportunity to work closely with other students. Cooperation in learning has several benefits that can create a more positive classroom atmosphere. Collaboration with other students allows students to interact socially, collaborate, and

share ideas with classmates. Partnerships allow students to learn from each other. They can share understanding, solve problems together, and support each other. Working together helps students develop teamwork skills, such as communicating, dividing tasks, and rewarding each member's contribution. Teamwork can increase students' motivation because they feel involved in more interesting and meaningful tasks. Students can jointly find solutions to challenges or problems faced in learning. Educators can create a balance between individual work and group work in a classroom setting. Giving students the option to work alone or in groups, supporting the development of teamwork skills, and creating a supportive and inclusive environment are key to creating a positive classroom atmosphere for all students.

23. Students feel uncomfortable if the instructor/teacher never corrects their mistakes in class, agreed 112 (63.3%), strongly agreed 38 (21.5%), disagreed 24 (13.6%), and strongly disagreed 3 (1.7%).

Many students may dislike it if the instructor or teacher never evaluate ¹¹mistakes in class. Error evaluation is an important part of the learning process because it helps students understand areas where they need to improve, improve understanding, and develop skills. Feedback on mistakes helps students understand where they went wrong and provides guidance on how to improve so students can avoid similar mistakes in the future. Students feel valued when lecturers pay attention to their work and provide feedback.

24. Students feel uncomfortable when fellow friends are asked to correct mistakes in class, agreed 66 (37.3%) strongly agreed 21 (11.9%), disagreed 84 (47.5%), and strongly disagreed 6 (3.4%).

Some students may feel embarrassed or depressed when their mistakes are corrected in front of classmates. This can undermine their self-confidence. Students may worry that corrections from classmates may damage their image or reputation in the eyes of others.

Educators need to manage classroom interactions carefully. If correction by classmates is considered helpful and supportive, it is important to ensure that communication is carried out with sensitivity and respect. If any student is uncomfortable with correction from classmates, the educator should also be prepared to provide guidance and help address the situation. Emotional safety and student comfort should always come first.

Table 3 Strategies for Speaking Anxiety

Strategies	SD	D	A	SA
Initial Preparations	3	21	115	38
Group Work	1	19	121	36
Individual Preferences	2	13	113	49

In Table 3, the results show the most positive responses in **Individual Preferences** to overcome their anxiety in the speaking sessions with a total of 162 respondents (113 agree and 49 strongly agree) the students prefer to endeavor some strategies. They involuntarily answered and shared ideas and opinions for instance. The students mostly chose to stay in their seats instead of speaking in front of the class, and they were excitedly involved with interesting topics without being pointed by the teacher. Meanwhile, 15 of them (13 disagree and 2 strongly disagree) respond differently. They

remain silent during the sessions. Furthermore, close results are shown in the **Group Work** and **Initial Preparations**. A total of 157 and 153 respondents responded agreed and strongly agreed on the strategies. They required additional time to prepare topics for their performances. The preparations are varied between one another. Sometimes they spend a lot of time searching some references on the internet and learning pronunciation practice both individually and within groups. The strategies used by the students are pictured in Figure 2.

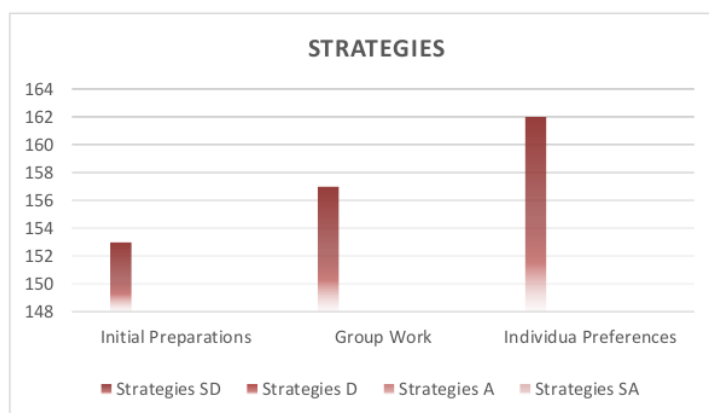


Figure 2 Strategies Used by the Students

Besides the results of the questionnaire, there are several interview data. For the questions submitted, namely *Why do you experience anxiety when speaking English?* among the causes of anxiety include the influence of regional dialects, especially student dialects in the northern coastal area (Tegal, Brebes, Slawi, Pemalang, Bumiayu, Cirebon). The typical dialect is *Ngapak* Javanese which turns out to cause students to potentially get ridiculed by other students when saying words or sentences in English. Other answers are following the answers from research (Al-Mukdad, 2021) namely concerns about linguistic problems.

Here are the results of the interview.

Excerpt 1

"Malu soale orang ngapak ga cocok ngomong inggris"

There is insecurity due to the influence of dialects or dialects of vernacular. The sample involved in this study was students living in the Pantura area. The use of regional languages (*Ngapak*) is more often used than the use of Indonesian and English. Therefore, they experience problems in understanding vocabulary and sound fluency or pronunciation. They feel uncomfortable using *English as a foreign language*, especially during the *learning process in English* class. They also think that with the influence of the regional language, practicing English with other friends can potentially cause bullying and ridicule. So, most of them prefer to be silent or avoid when asked to practice speaking.

Excerpt 2

"Takut terhadap jawaban dan pronunciation (pelafalan) yang salah"

This fear is related to a student's anxiety about giving answers that are considered inappropriate, incorrect, or inadequate in a speaking situation, and fear is related to a student's fear of mispronouncing words or voices when speaking.

Excerpt 3

"Karena saya sistemnya menghafal bukan dipahami jika menghafal terus gerogi yang ada di pikiran pasti ilang karena gerogi"

Memorization requires significant effort and time to recall information. Meanwhile, with deep understanding, information is more accessible because it has been understood, and does not need to be remembered specifically. Although memorization systems are sometimes necessary in certain situations. Deep understanding is usually considered more effective in the context of continuous learning, the development of critical thinking skills, and the use of knowledge in everyday life.

Excerpt 4

"Kurang terbiasa berbahasa Inggris jadi terbata-bata saat menjawab pertanyaan pada saat interview"

This indicates that students have difficulty speaking in English during an interview or when answering questions in English. They may not use English often in daily activities, so they are poorly trained in speaking. They may have difficulty finding the right words or structuring sentences fluently. As a result, they may stammer, that is, say words or sentences intermittently or with long pauses.

Excerpt 5

"Saya mempunyai panik attack jika melihat banyak orang saya akan pusing lemas saya mempunyai kelemahan yaitu kurang percaya diri berbicara didepan banyak orang"

This refers to the experience of students who can experience panic attacks or anxiety when they are in a situation where there are many people. Panic attacks can involve very strong physical and emotional symptoms. Students feel insecure about speaking or performing in front of a large audience. They may worry about other people's judgment, fear making mistakes or not being able to express themselves well.

Excerpt 6

"Faktor utama karena kurang menguasai kosakata dan grammar sehingga membuat saya tidak berani bicara dan selain itu faktor lingkungan yang tidak membiasakan untuk berbicara bahasa inggris."

They have limited vocabulary and difficulty in understanding and applying grammatical rules correctly. This lack of mastery makes them hesitant to speak in English for fear of making mistakes. If students are rarely or never exposed to situations where English is actively used, they may find it difficult to practice and improve their speaking skills in the language.

Excerpt 7

"Karena saya tidak mudah bergaul jadi saya takut salah bicara dan saya tidak suka jadi pusat perhatian"

There is a tendency for students to worry or fear to say the wrong words or make mistakes in conversation. This could be due to their desire to look good in the eyes of others or a lack of confidence in communicating. They also prefer to be in the background or avoid situations where they are the center of attention.

Excerpt 8

"Merasa kurang percaya diri jika berbicara bahasa Inggris karena takut grammarnya salah dan pronunciationnya salah."

This indicates that the student feels less confident when it comes to speaking in English. They feel nervous or unsure of their ability to speak. There are concerns that the grammar they use in English will be wrong. In addition to this, another concern is that the pronunciation of words or sounds in English will not be understood by others.

Excerpt 9

"Kecemasan saya dalam berbicara bahasa Inggris ialah karena saya belum memahami bahasa itu sendiri dan kurang percaya diri walau sudah mempelajari walau sedikit"

This indicates that the student feels anxious when it comes to speaking in English because they do not yet have a strong enough understanding of the language. They have not mastered vocabulary, grammar, or sentence structure. They also still feel less confident in using the language. This may be due to uncertainty about the extent of their English skills or fear of making mistakes in speech.

Excerpt 10

"Saya takut salah mengucapkannya ketika saya berbicara bahasa Inggris. dan saya selalu gugup jika berbicara bahasa Inggris karna saya sulit memahami dan menghafalkan kosakata dalam bentuk bahasa Inggris . terimakasih"

This indicates that the student feels afraid that they will mispronounce words or sounds when speaking in English. They may worry that others will not understand what they are saying because of errors in pronunciation. This nervousness may be caused by their lack of confidence in their ability to speak English and fear of making mistakes. They find it difficult to understand and remember vocabulary in English. This may result in feelings of inadequacy when speaking, as they don't have enough words to express themselves well.

CONCLUSION

Based on the results of the study, it can be concluded that the most dominant cause of speech anxiety is non-teacher feedback. Based on the interview, there is another factor that causes speech anxiety is that there is exposure to dialects from the local area known as *Ngapak* because this element is also very influential on student pronunciation and can cause ridicule or bullying from other students. For the solution, most students choose individual preferences. The students prefer to endeavor some strategies. In addition, to overcome anxiety in several ways including attending seminars, discussions, and presentations, monitoring pronunciation, grammar, and fluency of students in speaking, watching English news, cartoons, and movies, practicing speaking English at home and also in front of a mirror. Besides that, the lecturers should pay more attention to the curriculum that will be applied in teaching English. The curriculum contains project-based learning, class discussion, structured speaking

activities, simulation or role-play, collaboration with native speakers, use of technology, feedback, and evaluation. It is also important for the role of lecturers to consider the psychological condition of students because each student has a different character and learning pattern, each of which has its uniqueness. With this solution, it is hoped that students can reduce their anxiety levels, be able to speak well, be accepted, and apply well in the world of work, considering that vocational graduates are graduates who are ready to work.

REFERENCES

- Aditya, M. Y., & Chairuddin, C. (2021). The Use of the six English tenses in students' daily conversation. *E-Structural*, 3(02), 157–167. <https://doi.org/10.33633/es.v3i02.4229>
- Al-Mukdad, S. (2021). The cause of speaking anxiety of pre-intermediate EFL learners and its effects on their oral performance. *Theory and Practice in Language Studies*, 11(5), 580–585. <https://doi.org/10.17507/tpls.1105.18>
- Aldukhayel, D., & Namaziandost, E. (2022). Remote presentations: Making L2 presentations less stressful. *Education Research International*, 2022(Cmc). <https://doi.org/10.1155/2022/5353819>
- Amoah, S., & Yeboah, J. (2021). The speaking difficulties of Chinese EFL learners and their motivation towards speaking the English language. *Journal of Language and Linguistic Studies*, 17(1), 56–69. <https://doi.org/10.52462/jlls.4>
- Ardiansah, D. (2023). A Study on project-based learning (PjBL) model and English conversational gambits in classroom speaking practices. *E-Structural*, 6(01), 14–28. <https://doi.org/10.33633/es.v6i01.7938>
- Bárkányi, Z. (2021). Motivation, self-efficacy beliefs, and speaking anxiety in language MOOCs. *ReCALL*, 33(2), 143–160. <https://doi.org/10.1017/S0958344021000033>
- Bashori, M., van Hout, R., Strik, H., & Cucchiarini, C. (2021). Effects of ASR-based websites on EFL learners' vocabulary, speaking anxiety, and language enjoyment. *System*, 99, 102496. <https://doi.org/10.1016/j.system.2021.102496>
- Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: The case study of Indonesian EFL learners. *Education Research International*, 2022. <https://doi.org/10.1155/2022/5500077>
- Ireland, C. (2020). Apprehension felt towards delivering oral presentations: A case study of accountancy students. *Accounting Education*, 29(3), 305–320. <https://doi.org/10.1080/09639284.2020.1737548>
- John, E., & Yunus, M. M. (2021). A systematic review of social media integration to teach speaking. *Sustainability (Switzerland)*, 13(16). <https://doi.org/10.3390/su13169047>
- Munchen, L., Razali, F., & Arsad, N. M. (2021). Influence of language learning strategies on willingness to communicate in chinese among students with high and low anxiety. *Asian Journal of University Education*, 17(4), 158–169. <https://doi.org/10.24191/ajue.v17i4.16183>

- Ölmezer-öztürk, E., & Öztürk, G. (2021). Reducing speaking anxiety in EFL classrooms: An explanatory mixed-methods study. In *Porta Linguarum* (Vol. 2021, Issue 36, pp. 249–261). <https://doi.org/10.30827/PORTALIN.V0I36.18018>
- Puteri Zarina, M. K., Dahalan, W. M., Yusop, M. Y. M., Nurain, J., Rasid, N. A., Yahaya, A. H., Ismail, A., & Rahman, F. A. (2019). Barriers to speaking in English among maritime students. *International Journal of Innovative Technology and Exploring Engineering*, 8(12), 5577–5584. <https://doi.org/10.35940/ijitee.L4014.1081219>
- Qasemi, A. S. (2020). Factors affecting students' speaking performance in the English department of jawzjan university. *International Journal of Innovative Research and Scientific Studies*, 3(4), 129–134. <https://doi.org/10.53894/ijirss.v3i4.46>
- Rajitha, K., & Alamelu, C. (2020). A study of factors affecting and causing speaking anxiety. *Procedia Computer Science*, 172(2019), 1053–1058. <https://doi.org/10.1016/j.procs.2020.05.154>
- Romadhon, S.A. & Q. M. Taufiq. (2019). Increasing mechanical engineering students' speaking skills using guided conversation. *EnJourMe* 4(1), 18–24. <https://doi.org/10.26905/enjourme.v2i2.3252>
- Shabrina, A. N., & Ardini, S. N. (2019). Ber-English Ria English Speaking Community: Politeness used. *E-Structural*, 2(01), 1–16. <https://doi.org/10.33633/es.v2i1.2428>
- Tsang, A. (2020). The relationship between tertiary-level students' self-perceived presentation delivery and public speaking anxiety: A mixed-methods study. *Assessment and Evaluation in Higher Education*, 45(7), 1060–1072. <https://doi.org/10.1080/02602938.2020.1718601>
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English speaking problems: Implications for speaking curriculum development in Indonesia. *European Journal of Educational Research*, 9(3), 967–977. <https://doi.org/10.12973/EU-JER.9.3.967>
- Wulandari, H. (2020). Strategies in teaching speaking used by teachers of young, junior high school, senior high school, and university students. *E-Structural*, 3(02), 115–130. <https://doi.org/10.33633/es.v3i02.4225>
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539–553. <https://doi.org/10.1111/j.1944-9720.1990.tb00424.x>

ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

5%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1	publikasi.dinus.ac.id Internet Source	8%
2	www.researchgate.net Internet Source	1%
3	hdl.handle.net Internet Source	1%
4	Sarah Al-Mukdad. "The Cause of Speaking Anxiety of Pre-intermediate EFL Learners and Its Effects on Their Oral Performance", Theory and Practice in Language Studies, 2021 Publication	1%
5	M. K. Puteri Zarina*, W. M. Dahalan, M. Y. M. Yusop, J. Nurain, N.A. Rasid, A. H. Yahaya, A. Ismail, F. A. Rahman. "Barriers to Speaking in English Among Maritime Students", International Journal of Innovative Technology and Exploring Engineering, 2019 Publication	1%
6	www.mdpi.com Internet Source	<1%

7	ijirss.com Internet Source	<1 %
8	dspace.ucuenca.edu.ec Internet Source	<1 %
9	repository.ar-raniry.ac.id Internet Source	<1 %
10	repository.unja.ac.id Internet Source	<1 %
11	www.scholink.org Internet Source	<1 %
12	Hanieh Shafiee Rad, Javad Alipour. "Writing skills in CALL: Effects of L2MSS vision-inspired instruction on L2 students' motivation and achievement", <i>System</i> , 2023 Publication	<1 %
13	Emily John, Melor Md Yunus. "A Systematic Review of Social Media Integration to Teach Speaking", <i>Sustainability</i> , 2021 Publication	<1 %
14	Amira Desouky Ali. "Effects of a Gamified MALL Application on Developing EFL Preparatory School Students' Speaking and Enjoyment and Reducing Speaking Anxiety", <i>CDELT Occasional Papers in the Development of English Education</i> , 2022 Publication	<1 %

15	Susi Ekalestari, M Manugeran, Purwarno Purwarno, Sri Wulan, Purwanto Siwi. "Types of Foreign Language Anxiety (FLA) Through Belief About Language Learning Inventory (BALLI): A Thematic Analysis", World Journal of English Language, 2023 Publication	<1 %
16	media.neliti.com Internet Source	<1 %
17	Arif Ahmed Mohammed Hassan Al-Ahdal. "chapter 4 CALL and the Aspiring EFL Teacher in the Arab world", IGI Global, 2023 Publication	<1 %
18	ejurnal.budiutomomalang.ac.id Internet Source	<1 %
19	eprints.lancs.ac.uk Internet Source	<1 %
20	ijsshr.in Internet Source	<1 %
21	ilt.atu.ac.ir Internet Source	<1 %
22	jim.unindra.ac.id Internet Source	<1 %
23	journal.unesa.ac.id Internet Source	<1 %

24

mail.ijels.com

Internet Source

<1 %

25

www.callej.org

Internet Source

<1 %

26

www.dspace.uce.edu.ec:8080

Internet Source

<1 %

27

www.ijlter.org

Internet Source

<1 %

28

www.tandfonline.com

Internet Source

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography On