

A STUDY OF SPEAKING ANXIETY LEVEL BETWEEN FIRST-YEAR AND SECOND-YEAR ENGLISH EDUCATION DEPARTMENT STUDENTS AT THE UNIVERSITY OF ISLAM MALANG

Ahmad Fauzi, Mutmainnah Mustofa, Imam Wahyudi Karimullah

*English Education Department of Faculty of Teacher Training and Education
University of Islam Malang*

Email: 21701073134@unisma.ac.id

Abstract

Anxiety in speech or oral communication is emotions or nervousness, dread, and worry encountered by people before, during, or after public speaking. The study aims to describe the anxiety level of first-year and second-year English Education Department Students at the University of Islam Malang. The study was built in quantitative descriptive method. The populations of this study were 30 students in which they were sampled by doing random sampling from first-year and second-year students. The data were collected using PSCAS (Public Speaking Class Anxiety Scale). The findings of the study showed that the students' anxiety score indicated the medium level of speaking anxiety by the number of mean 55.60 – 56.47. It indicates that the first-year students took the higher score of speaking anxiety than the second-year students. The differences resulted that the t value resulted 0.292, and it is over 0.01 which is the difference of speaking anxiety score between first-year and second-year students is not significantly different, and the significant value for this study is 0.590 which the significant value is also under the 0.01 level. Based on the finding of the study, it is delivered to the English teachers that the number of anxiety in the student got the medium-level, both first-year and second-year, so that the teachers are supposed to make the good and nice treatment for the students like giving some “sedative word” that makes the students feel like there's nothing to lose even if they did a mistake, etc.

Keywords: Speaking Anxiety, Speaking Performance, first-year and second-year English Education Department Students at The University of Islam Malang.

BACKGROUND

Speaking Anxiety is a feeling of speaker which happens before and/or during or even after a presentation. Speaking Anxiety touches the producing skill of English, what if the machine cannot produce the good thing because the machine gets stuck on the process of producing the thing, it will make the customers sad or upset because they cannot get the thing they want to. It is similar if the speakers get anxious while they are presenting something so that will make the audiences hard to get the ideas that speakers really want to speak about.

The process of mastering speaking is something the people should have to pass. It contains many obstacles that the students need to face, and one of them is anxiety. Anxiety in speaking is frequently common. According to The National Anxiety Center (2016) that the fear of public speaking is the most common phobia and it is worse than phobia upon death. This phobia is considered a social anxiety disorder. Anxiety touches in many situations and many people, including the students. Anxiety in students is indicated from the emotion of fear in students because they don't want to get false in their speaking or they are still hesitating due to the structure that they want to speak is already correct or not. It's considered closely as the feeling of nervous. The feeling of sweating, shaking, butterflies in the stomach, dry mouth, rapid heart beating, and squeaky voice often appear for the student that always gets anxious. MacIntyre and Gardner (1994) stated that

while students got nervous in their speaking, their mind will go to the negative self-talk and produces something absurd that can be stuck or even distract their speaking. That feeling will also cause student anxiety and makes them hard or stop speaking. Furthermore, Rumiya (2018) explained on her study that there were some factors that made students anxious doing speaking in front of the class, they were being called on by teacher, negative evaluation by teacher worried about grammatical mistakes, mispronunciation, and ridiculed by others. She identified those factors into three primary aspects such as communication apprehension, test of anxiety, and fear of negative evaluation.

Alswat (2016) found on his study that from 30 participants studied in first semester of the academic year 2015/2016 English language major at the Taif University, the findings revealed that the participants got the medium level of anxiety. Moreover, Kurniawati (2017) conducted the study that took the 90 participants in the second semester of the academic year 2016/2017, then the findings indicated that from those 90 students, the level of anxiety they got was in medium-level of anxiety. It drives to a conclusion anxiety from those two studies didn't look the different ages of students, experience or something else, it was proven that both studies got medium-level of anxiety while they both got different of academic years. It also indicates that the warning shall be spread because though the students got long or short experiences in their academic year, they still got the same level of anxiety.

Speaking Anxiety has been noticed to warn both facilitating and debilitating effects among EFL learners on their foreign language (FL) learning. Anxiety does not look for the ages, youngster or oldster can feel it too. In addition, Rumiya (2018) pointed out that Anxiety can give two different effects which are good and bad. For the good one, anxiety can be motivation for the students while they get anxious of doing something and passing the class, but the anxiety can also be the bad one when anxiety destroy the students' feeling if they can control or manage the anxious feeling.

The researcher believed that the issue is also happening in the university which the researcher is studying in, the University of Islam Malang. In contrast, the University of Islam Malang or mostly known as UNISMA is placed at Mayjen Haryono Street No.193, Dinoyo, Lowokwaru, Malang, East Java 65144 which has 10 faculties and 24 majors, and of them is the Faculty of Teacher Training and Education in major of English Department. On that major, the researcher took the population of his sample to be studied.

The explanation above made researcher curious and made some question form his mind, does the anxiety takes its part on first-year students and second-year students? does anxiety goes in the ages if it is true how is the level of anxiety on that students in the University of Islam Malang? Moreover, the researcher wanted to make this study became quantitative descriptive study by presenting the findings and describing the findings are about and so the researchers might predict what something might happen in the future. Nevertheless, Sugiyono (2012) said that quantitative study conducts to get the number of independent, which one or more variable (independent) without doing comparison or correlation with other variables. The statement means descriptive study is a study conducted to determine variables, either the variable is one or even more without making comparison or correlation with other variables. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

The reason why the researcher conducted this study that is helping or supporting the vision of the University of Islam Malang itself which is becoming a "World Class University". At Last, The Researcher believes and hopes that those problem above are just the time matters, so the sun exactly will shine soon and he hopes that there will be the way to solve that problems so that our future goal of becoming The World-Class University can realize as soon as possible.

A. Speaking

Speaking is one of the language skills that commonly needs to be mastered nowadays. Speaking is often heard in society. Nevertheless, speaking has also become a student's requirement to learn in school. English speaking skill is not a new thing in education. There are some schools that are competing on increasing their quality by improving their students' skill in speaking. Mahmudah (2017) stated that speaking has some functions existed. She categorized the function into adjective, verb, and noun. Speaking as an adjective refers to the capability of speech and involving and talking. Speaking as a verb goes to use voice to say the words and talking to someone about something and the last is speaking as a noun means that addressing or presenting to a public audience.

Speaking is taken from two words which are speak as a verb and ing as a suffix. According to Oxford, "speaking is an action of conveying information or expression one's feeling in speech." Furthermore, Eckard & Kearny (1981), Florez (1999), and Howarth (2001) explained that speaking is a two-way process in implicating real communication come from an idea, feeling, and information. The definition explained that speaking is a skill that speakers should produce the sound because they should convey what they're going to share. Within this stuff, speaking also has some focuses. Bygate (1987) stated that speaking is a skill that focused on the motor perceptive. The statement means that speaking is a skill that aimed at speaker to produce a sound to gain the understanding of his interlocutor and differential verbal response.

Speech is a means of communication, so it's necessary to say what you say. Conveyed most reliably. How you say anything might be that relevant as what you say when it comes to bringing meaning across. Based on the view, speaking is realized as a conversation, thus, speakers are expected to be able to communicate as effectively as possible what they want to say in order to transmit the message. According to Burton in his masterpiece entitled "English Language", the key function of speaking is the way forward. which the talkers allow each other to have a say in the sequence of signals, a tone of speech, a hand gesture, or a facial expression. The speaker who has taken an active position to take on the task shall make an acceptable sequence of verbal responses. In addition, speaking has shown that not only the voice but also the facial expression to make the speakers more correspond and to make the communication transparent.

In summary, speaking is not the only thing that makes speaking sound. Organs, but thoughts and feelings are still part of it. It is the process of using voice impulses to execute voice symbols to exchange facts, knowledge, ideas, and opinions with other people. In addition, speaking cannot be separated from listening, because speaking includes both the speaker and the listener.

Speaking has some functions, among which the purpose of speaking is to convey information or ideas from the speaker to the listener. Richard said that Brown and Yule made a valuable distinction between the two. Interactive voice functions are used to define and maintain social connections and transaction functions that focus on knowledge exchange. There are three functions for speaking. It's like interacting, talking about transactions, talking about results.

a. Interaction

Interaction refers to what we usually mean by conversation and describes interactions that serve primarily a social function. When people meet, they exchange greetings, engage in small conversations and talks, recount recent encounters, and so on, because they want to be polite and create a joyful zone of contact with others. The focus is more on the speakers and how they wish to present themselves to each other than the message.

b. Transaction

The Transaction type of talking applies to situations where the emphasis is on what is said or done. The message is the central focus here, making oneself understood simply and specifically, rather than the participants, and how they communicate with each other socially. In transactions, Jones' talk in Richard states is linked to other operations. For example, students can be engaged in activities at hand. Discussing ideas associated with floating and sinking (e.g. in a science lesson).

Typically, students and teachers in this form of spoken language focus on the meaning or on talking their way to comprehension.

c. Performance

The third form of talk that can be differentiated usefully has been named conversation as a success. This applies to speaking in public. That is a dialogue that transmits data to an audience, such as morning talks, public announcements, and speeches.

From the definition above, it can be said that the role of speaking has many meanings, as performance refers to public speaking, they are talking. Many of the speech functions are linked to directing people in a speaking activity.

B. Anxiety

There are a variety of descriptions of anxiety discovered by The Researcher. According to Carlson (2005) that anxiety is a feeling of fear or apprehension certain physiological responses, such as elevated heart rate, sweaty palms, and tightness in the stomach, are synonymous with doom. In addition, anxiety develops when a specific circumstance responds. Paser (2009) describes anxiety as a state of stress and anxiety as a natural reaction to a perceived danger. This implies that when they are attacked, individuals naturally feel nervous. According to Ormrod (2011) that anxiety is a sense of uneasiness and anxiety regarding a situation with an unknown outcome. While it sounds similar to anxiety and fear, but both are actually distinct. Halgin (2007) explained the difference between anxiety and fear. Fear is a natural thing. Alarm reaction to a dangerous situation whereas anxiety is more future-oriented, a sense of anxiety and uneasiness about the likelihood of something bad will occur. In addition, according to Barlow, Anxiety, as cited in Passer and Smith, Responses consist of an emotional component, a sense of stress; cognitive responses Part, concern, psychological responses, higher rate of heart and blood pressure; and behavioral reactions, avoiding those conditions.

It can be inferred from the above description that anxiety is a feeling of being threatened, of apprehension, stress, and worry as a response to a unique scenario or something that might happen in the future.

a. Types of Anxiety

In this part of anxiety types, Thomas (2009) separated it into two types which are state and trait anxiety. Both will be discussed below:

a) State Anxiety

State anxiety is a temporary feeling of anxiety elicited by a “threatening situation”. Another definition of state anxiety defined by Thomas is “State anxiety refers to anxiety that occurs in a specific situation and usually has a clean trigger”. It means that state anxiety is an anxious feeling that is felt by people only when they face a specific situation and in a short time.

b) Trait Anxiety

Trait anxiety is a model that responds with anxiety even when there is no threat. "People with trait anxiety tend to worry more than most people and feel that some things in the environment are inappropriately threatened. In this regard, Marwan believes that trait anxiety is a person who feels anxious about the situation they are facing. Tendency. Trait anxiety is a part of a person's character and is a permanent disorder. People with trait anxiety are often more worried than most people, and no matter what circumstances a person will be affected by his personality.

b. Phenomenon

There are four Phenomenon based on the symptoms the speaker will get pre, in and post of the presentation.

a) Emotional Symptoms

This symptom includes the feeling of tension and apprehension

b) Cognitive Symptoms

This symptom includes the taste of worries and thoughts about inability to cope.

c) Psychological Symptoms

This kind of symptom has the effect to the speakers that they will get increased heart rate, muscle tension and other autonomic arousal symptoms

d) Behavioral Symptoms

The form of symptoms gotten from the behavior of the speakers which makes the symptoms becomes something attached that they are avoidance of feared situations, decreased task performance and increased startle response.

c. Factors

Some factors that can make individuals feel nervous, according to Jeffery are: a) Over self-prediction of fear, individuals with an anxiety disorder also predict Abundantly on how great anxiety or fear in a case. For instance, individuals with phobic snakes would assume that trembling is the same as students who feel trembling if they perform in front of the class and wonder that the other students have a bad impression. b) Self-defeating unreasonable confidence will increase anxiety disorder. If an individual is facing problems, "She/he would think for example, "I should get out of here or "my heart will come out of my chest. The suggestion would undermine the approach, promote the acts to stop, reducing hope. c) Over susceptibility to harm, over susceptibility to danger is like a fear of danger. Other people feel comfortable, but it's going to happen that makes them scared. d) Anxiety sensitivity, anxiety fear Individuals who are extremely sensitive to anxiety have extreme fear. They were afraid of unmanageable feelings, resulting in something where they quickly experience fear when they have symptoms of anxiety, heart breathing, shallow breath. e) Incorrect body signal attribution, which means that the heartbeat will rise, the pulse will rise, Swiftly, swallow. f) Poor self-effectiveness. In a case where the tendency to question is its own, low self-efficacy appears to feel more nervous, and anxiety can impair performance. People with low self-efficacy may have less confidence in their ability to effectively execute the task.

C. Speaking Anxiety

For certain students, performing spoken English in front of an audience may be a very challenging task as they can experience anxiety, which prevents them from performing effectively orally. If students who are majoring in English Language Education encounter such anxiety, the stakes are higher because they are future. They are expected to have faith in this career to display their skills before an audience (their students). Lightbown (2003) investigates how anxiety can influence expression and how it can influence dialect learning. He claimed that anxiety is something that depends more on one of a kind circumstances and variables that can make you are feeling awkward, such as a verbal introduction before a bigger gather of individuals, for illustration. In any case, the researcher tends to utilize the word push in these cases. He said that anxiety or pressure uneasiness itself can be recognized. Anxiety that meddling with the learning process affects most talking errands and isn't basically credited to specific circumstances, such as oral introductions in front of the class.

Anxiety in speech or oral communication is emotions or nervousness, dread, and worry encountered by people before, during, or after public speaking. The word communication apprehension is used by academic researchers to describe this disorder and identify it as the fear or anxiety associated with actual or planned communication with others, Dwyer (1998) said. In addition, terms used interchangeably to explain related (if not the same) phenomena are speech anxiety and communication apprehension. Speech anxiety, according to Brydon, refers to the feelings of discomfort that people encounter in public before or while speaking. Whereas Devito (1999) defines communication apprehension as a feeling of fear or anxiety about a situation in which one has to communicate, especially when in a public forum the communication act takes place.

METHODOLOGY

The Researcher implemented the methodology of the study named Quantitative Study. Bandari (2020) said that quantitative study design is an activity of collecting and analyzing numerical data. This method is used of finding patterns and averages, make predictions, test causal

relationships, and generalize results to wider populations. However, this study also formed by Descriptive Quantitative because the data is presented in the form of number. Sugiyono (2012) found that descriptive study is aimed to find the number of independent variable while it is just one or more variable without having comparison or connection among them.

The Study Setting is taken in two different grades of years where the researcher will hold his study, those two are either first-year and second-year students of the English Department at the University of Islam Malang.

Reflecting from the study setting above, this study will be conducted by using random sampling, which means that there were no specific ages, genders, and skills. It was only the researcher took the subject from classes in first-year and second-year English Department Students at the University of Islam Malang randomly. From two different students' grades, they both have a numerical subject which is 15 students on each made the total became 30 students. In brief, the outcome of this study is really important to overcome the student difficulty in speaking and also to know the gap between those two different student subjects and solve that gap to become booster from those two student subjects. The level of anxiety is also expected from this study due to the impact that may affect the student performance negatively. The sooner we know where the hole is and the better overcome would cover that hole.

The main instrument for collecting this data is just a questionnaire. Ahmad (2012) stated in his explanation that a questionnaire is a set of question which is designed on a topic or group and answered by the respondent, and he also likened this questionnaire as a vehicle used in order shape how the researcher wants the question would be and how the questionnaire is answered. Denscombe (2007) also explained that questionnaire is an activity in the form of the way on collecting data using the list of questions designed to achieve the information or idea that the researcher really wants.

Denscombe (2007) classified the questionnaire into two types: (1) open-ended question which has the short question and the long answer, this question is kind of essay question that the respondents were given some simple question but some of them are in the form of explanation. (2) close-ended question which has the reverse of open-ended one, and also the answer is already provided. In conclusion, the researcher conducted his study in quantitative study method using the questionnaire in the form close-ended question, then specifically using multiple choice and in the way of answering by using in the stage of the determinant choice.

Reference of the question was inspired from Yaikhong & Usaha (2012) a final version of PSCAS (Public Speaking Class Anxiety Scale). This final form provides 17 types of questions related to the anxiety of student public speaking, and this is purposed to identify the students' feelings and students' perceptions of Speaking English in front of their classmates. The speaking anxiety level is also recognized on this as well.

The Procedure of Collecting Data is given in the format of graphic bellow:



First, the researcher attended the study setting which is in this case is the class of participant. Second, the researcher observed or paying attention to the students whom were speaking in front of the class and took some photographs for documentation. Third, the questionnaire sheets are prepared as the main instruments. Forth, after the questionnaire was ready, the researcher distributed the questionnaire to the participants and explained some instruction by online in order to

minimize misunderstanding from the participants while answering the questions. Last, the researcher presented the data that he already got in the form of table, scale, and percentage.

The Researcher applies a final version of the PSCAS questionnaire adopted from Yaikhong & Usaha (2012) which 17 statements existed. The totaling score based on the response category is mentioned below:

- a. Strongly Agree (Score 5)
- b. Agree (Score 4)
- c. Neutral (Score 3)
- d. Disagree (Score 2)
- e. Strongly Disagree (Score 1)

The formula is “Score = $n_1 + n_2 + n_3 + \dots + n_{17}$ ” (Yaikhong & Usaha, 2012) Where: n_1 , n_2 , n_3 , etc. means score number 1, score number 2, score number 3, and so on until score number 17.

The classification of anxiety level includes the maximum total multiplied scores of a PSCAS were 85, and then subtracted by 17 statements with the scale as follows:

- a. Scores higher than 68 as high anxiety
- b. Scores between 75-68 as medium anxiety
- c. Scores lower than 51 as low anxiety

However, all of the items were validated by three teachers of English with over ten years of teaching experiences, one assistant professor and other two assistant professors with PhD. They were asked to judge whether each of the items in a PSCAS measured the speaking component being studied in the classroom setting. It was recommended that ungrammatical points and some wordings that sounded awkward be changed and an English native speaker proofread the revised content. After the English native speaker proofread all the items, he suggested that two items namely, Item # 24 “I keep thinking that other students are better at speaking English than I” and Item # 25 “I always feel that the other students speak English better than I do” be deleted because they indirectly measure speaking anxiety, but directly measure self-perceived ability or self-efficacy instead. In addition, 32 third year students in the B.A (English) program, who were taking the public speaking course with the researcher were asked to read through the items of the Thai version and help make comments if they found the items confusing while reading. Of the thirty-one students, ten students made comments on the Thai version, but some of them said the Thai wordings of a PSCAS were explicitly clear. Some students recommended that minor changes of the wording of Items # 6, 8 and 14 be made because they sounded unclear. Thereafter, the two items were omitted as suggested by the English native speaker and the Thai version wordings of some items were revised as suggested by the students.

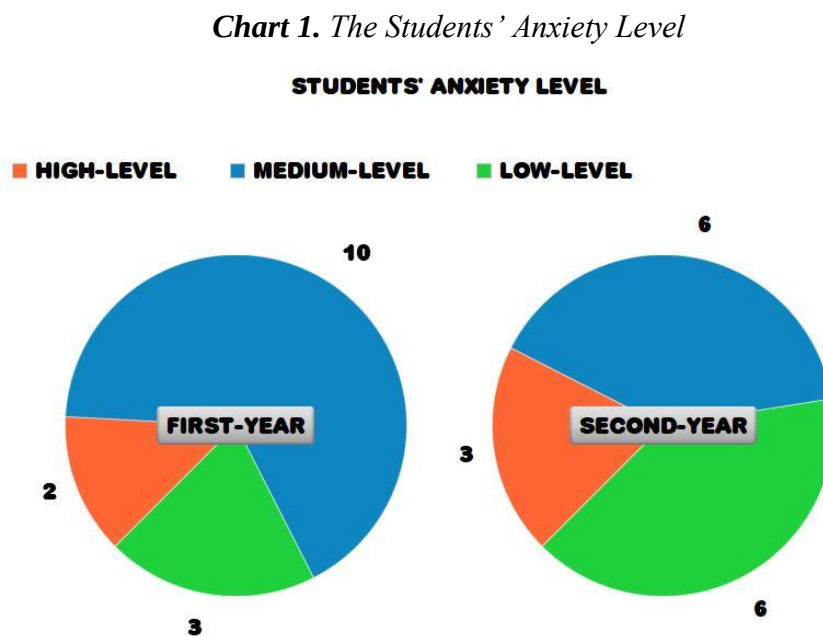
To Identify the differences between two different samples, the researcher used Independent sampled T-test to get the number of two different means from two different groups in the form of experimental study. Bevans (2020) stated that the T-test is a test to compare the mean from two different groups, and it is numerously used in testing the hypothesis from which way that got interested on something the most. In addition, this study also used the descriptive quantitative which was analysis of collected data through the questionnaire. Descriptive analysis refers to

statistically describing, aggregating, and presenting the constructs of interest or associations between these constructs, and also testing between two groups that are different from one another.

Finally, the researcher used descriptive quantitative data collection by presenting the percentage of students' speaking anxiety level, and he drove this study into experimental study which comparing speaking's anxiety level from both first-year and second-year English Education Department Students at the University of Islam Malang, then used Independent sample T-test in SPSS as his tool to calculate the number of speaking anxiety that the researcher would get.

FINDING

The PSCAS questionnaire resulted that those 30 students of two different semesters which the researcher put 15 students on each mostly have Medium Anxiety Level. The specific explanation will be shown on this diagram below:



First of all, as the pie charts have shown, the level of speaking anxiety of those both first-year and second-year students are at Medium level on average. It is taken from those charts that 16 students from two different semesters which 10 students from first-year, and 6 students from second-year achieved score 51-68 on their speaking anxiety, the percentage of each year are 33.3% from the first-year and 20% from the second-year. Second of all, a high-level of anxiety which indicates in the score above 68, takes its part in the first-year and second-year students which are 2 students from first-year and 3 students from second-year got the number of a high-level of anxiety, and if the both groups percentage, then it will be 6.6% of first-year students and 10% of second-year students who got the high-level anxiety. Third of all, the low-level of anxiety that was taken from students who got the anxiety number of lower than 51 made some 3 differences on each group. The first-year made their 3 students got a low-level of anxiety which presented by 10%. Moreover, the second-year students drove their 6 students into low-level of anxiety which calculated by 20%.

The conclusion of those data above is the biggest achievement in students speaking anxiety between first-year and second-year English Department Students at the University of Islam Malang goes to the medium-level anxiety which has the highest number and percentage of students.

There are 17 statements in PSCAS (Public Speaking Class Anxiety Scale) delivered to 30 students in different semesters. From the statements, the researcher classified those statements into two different kinds which are students' anxiety symptoms in speaking English and the effect of anxiety in themselves and describes those kinds in numbers and statements. In addition, there will be three parts of students' responses which are Agree, Undecided, and Disagree. Agree is taken from students who responded by choosing the option strongly agree and agree while undecided is taken from students who responded by choosing the option neutral, and for the last students who chose the option strongly disagree and disagree, going to disagree part.

A. Students' Anxiety Symptoms in speaking English.

Table 1. Students' Anxiety Symptoms

Statements	Percentages		
	Agree	Undecided	Disagree
1. I never feel quite sure of myself while I am speaking English.	36.7%	60%	3.3%
2. I start to panic when I have to speak English without a preparation in advance.	63.3%	26.7%	10%
4. I feel confident while I am speaking English.	30%	50%	20%
7. I get so nervous when the language teacher asks me to speak English which I have prepared in advance.	46.7%	20%	33%
9. I can feel my heart pounding when I am going to be called on.	56.7%	40%	3.3%
13. Certain parts of my body feel very tense and rigid while speaking English.	50%	36.7%	13.3%

14. I feel anxious while waiting to speak English.	30%	56.7%	13.3%
17. Even if I am very well prepared, I feel anxious about speaking English.	36.7%	40%	23.3%

B. Students' Anxiety Effect in speaking English

Table 2. Students' Anxiety Effect

Statements	Percentages		
	Agree	Undecided	Disagree
3. In speaking class, I can get so nervous, and I forget things I know while speaking.	63.3%	26.7%	10%
5. I get nervous and confused when I am speaking English.	43.3%	40%	16.7%
6. I am afraid that other students will laugh at me while I am speaking English.	30%	43.3%	26.7%
8. I have no fear of speaking English.	25%	37.5%	37.5%
10. I feel relaxed while speaking English.	17%	71%	12%
11. It embarrasses me to volunteer to go out first to speak English.	26.7%	50%	23.3%
12. I face the prospect of speaking English with confidence.	43.3%	56.7%	0%

15. I dislike using my voice and body expressively while speaking English.	23.3%	33.3%	43.4%
16. I have trouble to coordinate my movements while speaking English.	40%	40%	20%

C. Students' Speaking Anxiety Comparison

This section will be shown by the findings of calculation on independent T-test and already reserved in the form of the table below:

Table 3. *The Mean of Students' Speaking Anxiety*

Year	N	Mean	Std. Deviation	Std. Error Mean
First	15	56.47	7.827	2.021
Second	15	55.60	8.416	2.173

Table 4. *The Result of Independent T-Test*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result of Anxiety	Equal variances assumed	.297	.590	.292	28	.772	.867	2.968	-5.212	6.945
	Equal variances not assumed			.292	27.854	.772	.867	2.968	-5.214	6.947

From those tables above, the researcher took some notes that in this study there were 30 students who became respondents which 15 students separated in first-year and second-year English Department Student of the University of Islam Malang. Students in the first-year got the mean in the number of 56.47 while students the second-year got lower than the first one which is 55.60 (Table 4.3). However, (Table 4.4) shows that those two groups achieved the mean differences in the number of 0.867, and the t value of this study is 0.292 while the significant value for this study is 0.590.

DISCUSSION

In this section, the researcher discusses the result of this study which is in line with the study problem of this study which is “What is the difference of speaking anxiety level between first-year and second-year English Department Students at the University of Islam Malang?”.

Firstly, the researcher discusses the number of findings that the students did on their responses. The findings showed that the students’ anxiety score indicated the medium level of speaking anxiety by the number of mean 55.60 – 56.47, but if the result got the breakdown based on every statement, the researcher can conclude that most of the students still get some nervousness, afraid or fear, confused, etc. Those things build some effect on the students so that affects the performance of students while speaking English. One of the statements said “I get so nervous when the language teacher asks me to speak English which I have prepared in advance.” came up with the result that 46.7% of students agree, 20% undecided about their choice and only 33% disagree with the statement. On the following percentages, there’s a 15.7% difference between students who chose agree and disagree. However, though the percentage of students who responded agree is over that the one who responded disagree and the number of differences is way too far enough. That makes the researcher put some treatment or tips and tricks or can be called as techniques based on the experts.

Secondly, the techniques that the researcher said above are arranged by Leibowitz (2018) which said that some techniques that might be helpful for speakers to overcome their fear, nervousness or confusion before or while speaking English. 5 techniques that may be useful for the speakers, not just for this study only but it can also be useful for people out there.

A. Script It Out

Leibowitz (2018) recommends the readers script out something that they want to speak or present about because it will help them flesh out the story the readers want to tell in the most natural language for them. Leibowitz (2018) also warned the readers that they have to be careful with what they wrote on the script they want to present, don’t read the script words by word, but take the point on the script and develop it with the language and style they have and make sure that the readers look at the audiences, not the script.

B. Record Yourself

The second technique brings to something that can be a tool to observe someone’s performance while speaking English by capturing their selves, as they’ll be able to observe the body language, along with listening to their delivery style, but even an audio recording is enough to help you identify problems and fix them, it’s already enough.

C. Get an Honest Critique

The technique might be the hardest thing among all of them. Asking someone to watch, rehearse and give an honest critique, why it is hard, because not all the people can accept and implement critiques they’ll have, in the reason of they might be so selfish and critique can drag them down. For the first time having critique, it might make them feel awkward, but at least they’ll have the chance to surface problem the critique s and fix them before they get in front of an audience.

D. Practice

"Practice makes perfect" is a real thing to make the performance better. Some people seem to be born with the ability to go on stage and give perfect presentations without rehearsing, but others are not. Leibovitz said that even practicing is really need to do, even for the professional speaker she knew still taking sometimes to preparing before going to the show.

E. Engage Your Audience

If people script their conversations, record themselves, and ask for some harsh Give feedback, then practice frantically. When they take the stage, there is another suggestion to consider: attract audiences. Leibowitz said one thing she noticed about the most effective speakers at the conference was that in their speeches, they mentioned at least one person in the audience. Even simply mentioning someone in the room can create a stronger sense of connection between the speaker and the audience.

Finally, the study question that says "What is the difference of speaking anxiety level between first-year and second-year English Department Students at the University of Islam Malang?" will be answered in this section. Based on (Table 4.3) shows that there are 30 students in this study which are divided into two different groups, they are 15 students in the first-year and 15 students in the second-year. They both got different mean which the first-year students got 56.47 while the second-year students got 55.60 with 0.867 mean difference. It indicates that the first-year students took the higher score of speaking anxiety than the second-year students. The differences based on (Table 4.4) resulted that the t value resulted 0.292, and it is over 0.01 which is the difference of speaking anxiety score between first-year and second-year students is not significantly different, and the significant value for this study is 0.590 which the significant value is also under the 0.01 level.

CONCLUSION

The students who were joining this study as respondents show study demonstrates that speaking English is such a sizable activity. Most students prove by the number of respondents that 53.3% of students are in the medium level of anxiety in speaking English. However, the number of student's speaking anxiety between first-year and second-year English Education Department Students at the University of Islam Malang is not differently significant. It reflects that those two groups of students still get the same number of anxiety in speaking which that anxiety might be able to distract their performance in speaking English, but the good things are that if there will be treatment given, no need separated that treatment into two groups in the reason that they are in the same level or stage of speaking anxiety.

In conclusion, the speaking's anxiety level between first-year and second-year English Education Department Students at the University of Islam Malang is in medium level of speaking anxiety, and based on the result of calculation above, there is no significant difference in speaking anxiety between first-year and second-year English Education Department Students at the University of Islam Malang.

SUGGESTION

There are some suggestions from the researcher to the teacher/lecturer, students, and the further researcher that might help them to overcome this kind of problem based on the result that the researcher found on this study.

A. For Teacher/ Lecturer

Language teacher might make the situation that supports the students to express their idea, or situation that can make the students relax, a situation that can make the student never feel afraid, nervousness, and confused so that the students time by time can deal with themselves.

B. For Students

Students must keep in mind that no one is aware of their fear unless there are external signs of tension. However, tension can be controlled. Students must focus on conveying their message to the audience and don't be afraid to make mistakes. Mistakes are the best way to learn so that we are less likely to continue to make mistakes, and the last that the key is making peace with themselves in the reason that it's okay not be okay.

C. For Further Researcher

This study can be conducted again by some good preparation and make some big differentiation so that the result might be more variety and the treatment can also be prepared. However, not only the major, the different variable can also be added to the further study, so that the learner or the student can face those possibilities with ready in self and good in mind. Finally, the researcher hopes that the further researcher can identify why the number of speaking anxiety level between first-year and second-year English Education Students at the University of Islam Malang is in the same level.

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Approved by,
Advisor I

Dr. Hj. Mutmainnah Mustofa, M.Pd
NPP. 1890200017