

EXPLORING SPEAKING ANXIETY LEVELS AND COPING STRATEGIES AMONG ENGLISH DEPARTMENT STUDENT

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ABSTRACT

The aim of this study is to investigate the extent of speaking anxiety and the coping strategies employed by English Department students. As a result, the purpose of this research is to provide an in-depth understanding of the form of speaking anxiety among university students and to understand how they cope with the problem. It is anticipated that the findings would give educational institutions important information on how to create interventions and supporting programs that can assist students in overcoming speech anxiety and enhancing their academic performance and learning environment. This study has examined the relationship between speaking anxiety levels and coping strategies used by English majors. Based on the results of the research conducted, several main conclusions can be drawn.

Keywords: *Anxiety, Learning, Public Speaking*

INTRODUCTION

Communication skills are essential in today's society, and mastery of these talents is required to achieve success in their respective industries. In order to communicate effectively in today's global environment, speaking is the most essential of the four language skills. Speaking is an important ability when learning a foreign language, particularly English. It enables students to express their views, opinions, and feelings in a variety of scenarios. According to (Akhter et al., 2020), Communication cannot be performed efficiently without speaking skills. As well as feelings in various scenarios. According to (Rao, 2019), Speaking skill is the most important ability to gain when studying a foreign or second language. Speaking is regarded as the most crucial of the four major language skills in learning a foreign or second language.

Speaking skills is important in the communication process, especially when the mother tongue is not used for communication, and the medium of communication is a foreign language. English is widely used for communication throughout the world. Many students, however, suffer from speaking anxiety, which is defined as a sensation of worry, fear, or trepidation when speaking in front of others. Speaking anxiety can have a poor impact on students' performance, motivation, and self-confidence.

Speaking anxiety is a common study that many individuals face when required to communicate in front of people. Students within the English department often encounter the common experience of speaking anxiety. Those consistently exposed to the English language during their learning journey may confront heightened levels of anxiety when faced with speaking tasks in this foreign language. According to (Fathikasari et al., 2022), the most common form of social phobia is public speaking anxiety, which is estimated to impact 15% to 30% of the general population. The importance and usefulness of understanding and dealing with speaking anxiety in students from the English department. A previous study (Alnahidh & Altalhab, 2020) found that in the English classroom, students showed moderate levels of anxiety when speaking a foreign language. Many students are faced with a number of situations in which accurate communication is essential because they are learning languages and preparing for a future professional career in the field of language studies. Therefore, comprehending the impact of speaking anxiety. Their performance and developing strategies to manage it have become significant research areas.

Explores the common problem of speaking anxiety among students in the context of English language learning. (Rachmawati & Jurianto, 2020) Stated that the anxiety-provoking sources among English Department students who feel anxiety while conversing in a foreign language persist despite frequent exposure to the language. This topic is critical because oral communication skills are critical to the academic and professional success of English Department students. Students in the English department try to develop the ability to talk comfortably and effectively in English throughout their academic careers. Many students, however, experience speaking anxiety, which is characterized by worry, fear, and anxiety when faced with the prospect of speaking in English, particularly in public or academic situations. Speaking anxiety may prevent language acquisition and academic success by causing avoidance behaviors and a reluctance to engage in oral communication tasks.

Understanding the factors that cause public speaking anxiety in English Department students is critical for developing suited interventions and support strategies. According to (Rajitha and Alamelu, 2020), Speaking anxiety problems have a negative impact on academic success and career growth. Speaking anxiety levels can

be affected by various factors such as fear of negative evaluation, lack of self-confidence, cultural influences, and language competency levels. Furthermore, investigating the coping strategies employed by students to handle or manage control and reduce speaking anxiety is critical in developing efficient treatments and support systems. As a result, it is critical to investigate the levels of speaking anxiety among English department students, as well as the coping strategies they employ. Previous research has looked into the causes, sources, and symptoms of public speaking anxiety, as well as the relationship between public speaking anxiety and other variables like gender, proficiency, and personality. However, there has been little research into the coping strategies used by English department students to overcome their public speaking fear and how effective they are.

This study aims to provide significant insights to the academic community, educators, and authorities by performing a comprehensive investigation into speaking anxiety levels and strategies for coping. Investigating whether there is a correlation between students' language proficiency and their level of speaking anxiety. Various strategies can be employed to help individuals navigate speaking anxiety successfully. An effective approach involves repeated practice, where individuals progressively increase the complexity and intensity of their speaking tasks. Finally, the findings may help to shape the creation of strategies for instruction and support programs aimed at the specific needs of English Department students in dealing with public speaking anxiety and improving their oral communication abilities. This study contributes to the larger goals of improving language teaching and creating a positive learning environment for students studying English.

The research being conducted seeks to shed light on the level of public speaking anxiety in the English department and provide significant insights into students' coping strategies. The findings will not only explain to educational practitioners the unique needs of English department students but will also help in the design and implementation of interventions that promote a supportive learning environment conducive to good oral communication.

LITERATURE REVIEW

Anxiety

Anxiety, or in English called anxiety, comes from the Latin "Augustus," which means stiff, and "ago, and," which means to strangle. Anxiety can be defined as a feeling of worry, anxiety, restlessness, and fear that appears simultaneously, which is usually followed by increased stimulation in the body, such as heart palpitations and cold sweat. Anxiety can arise as a reaction to "dangers," both real and imagined, often referred to as.

Anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes such as increased blood pressure. People with anxiety disorders usually have persistent intrusive thoughts or worries. A person with anxiety will feel physical symptoms such as sweating, insomnia, trembling, dizziness, and rapid heartbeat (American Psychological Association, 2019). Anxiety is an exaggerated behavior towards events or events in life with an emotional state and the presence of worry (Ciapponi, 2021). Anxiety is the emergence of fear when thinking about something scary that will happen to the individual himself, and this is long-lasting (Taylor & Asmundson, 2020). Based on the above definition, it can be concluded that anxiety is the presence of fear and worry in individuals about something that will happen that can encourage a person to commit deviant behavior.

Anxiety is a natural emotion experienced by humans; it indicates that individuals have received information about a potential threat or danger (Suwandi & Malinti, 2020). Maintaining mental well-being is crucial for sustaining an individual's overall survival. Excessive anxiety can disrupt the learning experience as it brings about feelings of fear and apprehension. In adolescents, anxiety may lead to consequences such as insomnia, challenges in focus and concentration, forgetfulness, and a heightened likelihood of experiencing frustration and irritability (Fitria & Ifdil, 2020). It can be concluded that anxiety is an inherent part of the human experience, yet its overexpression may lead to detrimental impacts on mental well-being and various facets of life, particularly in the learning process.

Coping Strategies

Coping is a behavioral and mental response to stress or implementation carried out consciously by individuals aimed at reducing or regulating conflicts arising from within and outside an individual throughout the internal or external conflict (Vieira et al., 2023). This also aims to improve a better life (Maryam, 2017). Coping behavior can also be said to be a transaction made by individuals to surmount diverse challenges, encompassing both internal and external factors, that impose burdens and disrupt their own well-being and existence. Individuals consistently employ different coping strategies in meaningful ways when recounting the events they have brought to mind (Carver et al., 1989). According to (Wechsler, 1995), Coping strategies can be applied to both undesirable situations that can be eliminated through coping responses and to situations where, at best, the coping response can only reduce the adverse physiological effects, as the stressor itself cannot be eliminated.

METHOD

Quantitative methodologies were applied in this study. The use of quantitative research methods is employed for analyzing anxiety levels and coping strategies among English department students. According to (Sugiyono, 2013), Quantitative research is the process of gathering and analyzing data using numbers and numerical measurements. Based on (Mukhid, 2021), Quantitative research is research that analyses population conditions or future trends through data in the form of statistical data.

This study will be conducted on English Department students on the campus of Prof. Dr. Hamka Muhammadiyah University. Within two months in the even semester of the 2024–2025 academic year, data will be collected. A standardized questionnaire will be used to evaluate speaking anxiety levels and coping strategies. There will be two primary portions to the questionnaire: one will measure speaking anxiety, and the other will examine coping Strategies.

FINDINGS

The aim of this study is to determine the English Department students' level of speaking anxiety and the coping strategies they employ. The collected, legitimately provided, and SPSS software-tested research data will be presented by the researcher in this section. Understanding the features and distribution of data starts with a descriptive study of research and responses. In addition, a Classical Assumption Test was performed to make sure the data satisfied the required statistical standards. The link between the variables is then examined using regression analysis, and the contribution of the independent variable to the dependent variable is assessed using the Determination Test. The results of these tests will provide a comprehensive picture of the level of speaking anxiety and coping strategies among English Department students, as well as the significance of the relationships found in this study.

In this study, the respondents' data collected included information about the students' semester of study. From the data collected, this study involved a total of 129 respondents, consisting of students majoring in English.

The Analysis of the Data

Validity and Reliability Test

Variable Coping Strategies

Table 1. Validity Test

Butir Pertanyaan	R hitung	Sig.	R tabel	Keterangan
Y.1	0,450	0,000	0.1729	VALID
Y.2	0,461	0,000		VALID
Y.3	0,550	0,000		VALID
Y.4	0,561	0,000		VALID
Y.5	0,498	0,000		VALID
Y.6	0,584	0,000		VALID
Y.7	0,459	0,000		VALID
Y.8	0,578	0,000		VALID
Y.9	0,595	0,000		VALID
Y.10	0,524	0,000		VALID

Y.11	0,417	0,000	VALID
Y.12	0,308	0,000	VALID

Reliability Test

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
.728	12

Cronbach's alpha is 0.728, and Cronbach's alpha is > 0.7, so it can be concluded that the question items on the coping strategies variable are reliable.

Variable Speaking Anxiety

Table 3. Validity Test

Butir Pertanyaan	R hitung	Sig.	R tabel	Keterangan
X.1	0,785	0,000	0.1729	VALID
X.2	0,828	0,000		VALID
X.3	0,778	0,000		VALID
X.4	0,790	0,000		VALID
X.5	0,748	0,000		VALID
X.6	0,823	0,000		VALID
X.7	0,788	0,000		VALID
X.8	0,687	0,000		VALID
X.9	0,855	0,000		VALID
X.10	0,808	0,000		VALID
X.11	0,748	0,000		VALID
X.12	0,797	0,000		VALID
X.13	0,827	0,000		VALID
X.14	0,813	0,000		VALID
X.15	0,824	0,000		VALID
X.16	0,796	0,000		VALID
X.17	0,850	0,000		VALID
X.18	0,763	0,000		VALID

Reliability Test

Table 4. Reliability Statistics

Cronbach's Alpha	N of Items
.966	18

Cronbach's alpha is 0.966, and Cronbach's alpha is > 0.7, so it can be concluded that the question items on the variable speaking anxiety level are reliable.

Classical Assumption Test

Table 5. Linearity Test ANOVA Test

			Sum of Squares	df	Mean Square	F	Sig.
Coping Strategies * Speaking Anxiety Level	Between Groups	(Combined)	1431.792	42	34.090	6.387	.000
		Linearity	1138.474	1	1138.474	213.288	.000
		Deviation from Linearity	293.318	41	7.154	1.340	.128
	Within Groups		459.045	86	5.338		
Total			1890.837	128			

Sig. linearity <0.05 and Sig. Deviation from linearity > 0.05, so it can be concluded that the data in the regression model is linear.

Heteroscedasticity Test

Table 6. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	2.516	.529		4.756	.000
Speaking Anxiety Level	-.008	.008	-.094	-1.059	.292

a. Dependent Variable: abusers

- a. Sig. on the independent variable is 0.202, Sig. > 0.05, so it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

Hypothesis Test

Table 7. T-test Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.991	.920		40.203	.000
	Speaking Anxiety Level	.187	.014	.776	13.863	.000

a. Dependent Variable: Coping Strategies

Sig. 0.000, Sig. <0.05, so it can be concluded that speaking anxiety level has a significant effect on coping strategies.

Correlation Coefficient and Coefficient of Determination

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.776 ^a	.602	.599	2.43395

a. Predictors: (Constant), Speaking Anxiety Level

The correlation coefficient (r) is 0.776, indicating that there is a relatively strong correlation between speaking anxiety level and coping strategies. The coefficient of determination (r - square) is 0.602; this indicates that 60.2% of coping strategies are influenced by speaking anxiety level, while the remaining 39.8% is influenced by other variables outside the regression model.

Table 9. Descriptive Statistic of Students Speaking Anxiety

Category	Number of Respondent	Percentage
Very Low	10	7.69%
Low	25	19.23%
Medium	35	26.92%
High	40	30.77%
Very High	20	15.39%

Total	129	100%
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From the table, it can be concluded that the distribution of respondents in the 'Speaking Anxiety Level and Coping Strategies' category is as follows: 7.69% of the respondents belong to the 'Very Low' category, 19.23% belong to the 'Low' category, 26.92% belong to the 'Medium' category, 30.77% belong to the 'High' category, and 15.39% belong to the 'Very High' category. The total number of respondents involved in this study was 130 people, with a total percentage of 100%.

The explanation from the table above illustrates how the level of speaking anxiety experienced by students majoring in English and the strategies they use to overcome this anxiety. The table shows that most of the respondents (30.77%) experienced high speaking anxiety but had effective coping strategies. In contrast, a small proportion of respondents (7.69%) experienced very low speaking anxiety.

In conclusion, this descriptive analysis provides a clear picture that there is a significant correlation between the level of speaking anxiety and the coping strategies used by university students. The findings of this study emphasize that appropriate strategies in dealing with speaking anxiety are essential for university students to manage the pressures and challenges of communicating. Thus, this study makes a valuable contribution to the development of teaching and guidance methods to reduce speaking anxiety among college students majoring in English.

DISCUSSION

This study aims to test the hypothesis that there is a significant difference in the level of speaking anxiety among English majors as well as variations in the coping strategies used. Based on the results of the t-test conducted, a Sig. A value of 0.000 was obtained, which is smaller than the significance limit of 0.05. This shows that the level of speaking anxiety has a significant influence on coping strategies. The correlation coefficient (r) of 0.776 indicates a strong correlation between speaking anxiety level and coping strategies. In addition, the coefficient of determination (r-square) of 0.602 indicates that 60.2% of coping strategies are influenced by the level of speaking anxiety, while the remaining 39.8% is influenced by other variables outside the regression model.

The data obtained from the ANOVA table shows that the F value is 213.288 with Sig. A linearity of 0.000 indicates the linearity of the data between the variables of coping strategies and speaking anxiety level. Based on these results, it can be concluded that there is a significant influence between the level of speaking anxiety

and the coping strategies used by students majoring in English. This is consistent with the results of the heteroscedasticity test, which shows a Sig. A value of 0.292 is greater than 0.05, so there are no symptoms of heteroscedasticity in the regression model used.

The significant effect of speaking anxiety level on coping strategies indicates that students with higher anxiety levels are more likely to use various strategies to overcome their anxiety. This is because students with high anxiety feel the need to find effective ways to reduce their anxiety in order to better participate in speaking activities. Frequently used strategies include thorough preparation before speaking, relaxation, positive thinking, seeking support from friends, and surrendering to situations that cannot be controlled. The diversity in the use of these strategies shows that there is no one strategy that is effective for all students; rather, they use a combination of strategies depending on the situation and their level of anxiety.

Previous research by (Nurahman et al., 2023) entitled "Students' Strategies In Coping With Anxiety In Speaking English" revealed that the five main strategies used by students in dealing with speaking anxiety were preparation, relaxation, positive thinking, seeking peers, and surrender. These strategies are effective in helping students manage their anxiety and improve communication skills in English. In line with this research, the current study also found similar strategy use among English majors. The high level of strategy use indicates that students realize the importance of anxiety management in improving their speaking performance.

According to research by (Martiningsih et al., 2024) entitled "Students' Strategies to Overcome Public Speaking Anxiety," out of 71 students in the English Education study program at Tanjungpura University, 40 students experienced public speaking anxiety. The most used strategy to overcome this anxiety was the relaxation strategy, followed by the preparation strategy, seeking peers, and positive thinking. This research supports the findings of the current study that these strategies are very effective and commonly used by students to overcome speaking anxiety. This shows the continuity in findings related to strategies for overcoming speaking anxiety not only in one institution but also in various educational contexts.

Thus, the results of this study add empirical evidence that the level of speaking anxiety significantly affects the coping strategies used by English majors. This finding is consistent with previous studies, showing that the strategies of preparation, relaxation, positive thinking, seeking peer support, and surrender are effective approaches to overcoming speaking anxiety. These results confirm the importance of developing programs or modules that can help students recognize and utilize these various strategies to effectively manage their anxiety. Thus, educational institutions

can play a crucial role in providing the necessary support for students to improve their communication skills and reduce speaking anxiety in the academic environment.

Conclusion

This study has examined the relationship between speaking anxiety levels and coping strategies used by English majors. Based on the results of the research conducted, several main conclusions can be drawn.

The first question, regarding the relationship between the level of speaking anxiety and the coping strategies used by English majors, has shown that there is a strong correlation between the two variables. The correlation coefficient (r) value of 0.776 shows that speaking anxiety has a significant effect on the coping strategies used by students. A total of 60.2% of the variation in coping strategies can be explained by the level of speaking anxiety, while the remaining 39.8% is influenced by other variables outside the regression model used in this study.

The second question, regarding whether students majoring in English who experience higher levels of speaking anxiety tend to use certain coping strategies, the results show that the level of speaking anxiety does affect the selection of coping strategies. Students with higher levels of speaking anxiety tend to choose coping strategies that can help them manage their anxiety more effectively. This is indicated by the Sig. $0.000 < 0.05$ from the t-test, which indicates the significant influence of speaking anxiety level on the selection of coping strategies.

In the third question, regarding the significant difference in coping strategies used by English majors based on their level of speaking anxiety, the results showed that there was a clear difference. The validity and reliability tests conducted on the variables of coping strategies and speaking anxiety level showed reliable results with Cronbach's alpha values of 0.728 and 0.966, respectively. Normality and linearity tests also support the hypothesis that the data in the regression model is normal and linear. In addition, the results of the heteroscedasticity test show that there are no symptoms of heteroscedasticity in the regression model, which means that the conclusions of this study are valid and reliable.

The main conclusion of this study is that there is a strong relationship between speaking anxiety levels and coping strategies used by English majors. Students who experience higher levels of speaking anxiety tend to use different coping strategies compared to those who experience lower levels of anxiety. This difference in the use of coping strategies indicates a significant effort by students to manage their anxiety in order to speak English more effectively and confidently.

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