

STUDENTS' ANXIETY LEVEL IN PUBLIC SPEAKING AND THEIR INVOLVEMENT IN ORGANIZATION

Widi Syahtia Pane
Universitas Widya Gama Mahakam Samarinda

widi.pane@gmail.com

ABSTRACT

Public Speaking is one of skill that should be possessed by a pre-service teacher, especially English teacher. In IAIN Samarinda, the students get two semesters of this Public Speaking class, which are semester 3 and semester 4. KKI class in one of special class in IAIN Samarinda which the class are as level as international class. This study tried to reveal the level of students' anxiety level in public speaking and students' involvement in organization, and whether they are affecting to each other. This study used qualitative as the method and it used students interview and also students' score in doing public speaking activities as instruments. The result showed that students who join organization tend to have better confidence and students who do not join any organization tend to have more level of anxiety. Despite of that some students from this group manage to do better performance in public speaking. It then revealed that even they do not join any organization, many aspects affect the good performance as well.

Keyword: Public Speaking, Students Organization, Anxiety

ABSTRAK

Public Speaking merupakan salah satu keterampilan yang harus dimiliki oleh seorang calon guru, khususnya guru bahasa Inggris. Di IAIN Samarinda mahasiswa mendapatkan dua semester mata kuliah Public Speaking, yaitu semester 3 dan semester 4. Kelas KKI merupakan salah satu kelas khusus di IAIN Samarinda yang kelasnya setara dengan kelas internasional. Penelitian ini mencoba mengungkap tingkat kecemasan siswa dalam berbicara di depan umum dan keterlibatan siswa dalam organisasi, serta apakah keduanya saling mempengaruhi. Penelitian ini menggunakan metode kualitatif dan menggunakan wawancara siswa serta skor siswa dalam melakukan kegiatan berbicara di depan umum sebagai instrumen. Hasil penelitian menunjukkan bahwa mahasiswa yang mengikuti organisasi cenderung memiliki rasa percaya diri yang lebih baik dan mahasiswa yang tidak mengikuti organisasi cenderung memiliki tingkat kecemasan yang lebih tinggi. Meskipun demikian beberapa siswa dari kelompok ini berhasil menunjukkan kinerja yang lebih baik dalam berbicara di depan umum. Kemudian terungkap bahwa meskipun mereka tidak bergabung dalam organisasi mana pun, banyak aspek yang mempengaruhi penampilan public Speaking mahasiswa.

Kata Kunci: Public Speaking, Organisasi Siswa, Kecemasan

INTRODUCTION

Background of the Study

Among the four English skill that should be mastered by students, speaking is one of the skills that burden students. Most of the students are too afraid to do mistake, therefore they tend to be very careful or even thinking too hard to do speaking. In doing Public Speaking, the obstacle is more challenging since students are demanded to speak in front of all of people. In addition, most of public speaking performance uses semi-formal to formal language that prompt students to prepare their speaking material in more organized manner.

Some students have already gotten ability to do public speaking even without taking any lesson. There are many factors encourage that, one of them is because they are accustomed to speak or act in front of people sin early age. As the opposite, there are many students who find public speaking and Public Speaking subject as difficult thing. As Raja (2017) mention most people are not born public speakers; they are trained to become one, the teacher should believe no matter how is students' skill in public speaking, they still can be drilled to be the better public speakers.

One factor that pull students' confidence down in doing public speaking is anxiety. Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening (Raja, 2017). Even when it seems to be quite hard things to do, anxiety in Public Speaking can be reduced by regular practice. Furthermore, the activity outside the class can enhance their public speaking as well.

The involvement of students in organization sometimes makes students be more active in social life. The amount of students' activeness in organization drills students to speak up more. Therefore, in this study researcher is interest to do this study to reveal students anxiety level on Public Speaking and also their involvement on organization.

Objective of the Study

According to the background above, the objectives of this study is:

1. To describe the anxiety level of students who are involved in organization and Students who are not involved in Organization in doing public speaking performance.

REVIEW OF RELATED LITERATURE

a. Public Speaking

Public Speaking is one of subject that English Teacher should master. Since the speakers should speak in front of people, they need a lot of confidence and preparation. A public speaking course is focused on three primary elements: the speaker, the audience, and the message (Webster, 2012). In the process of mastering the techniques of public appearance and public speaking skills, there is one key thing that will greatly help us to bring our knowledge and skills to a climax of the ability to communicate and addressing the audience, so that our every audience fully understands us, listen to us easy and stress-free and unerringly know what is what you say and what the exact message that you transmit by your speech

is. The key to success is the wealth of your personal vocabulary, with which you handle easily and confidently.

To enhance personal vocabulary, the best way is to read much and constantly. To read books of different genres, styles, themes and vocabulary. To read some sort of professional literature, at least in those areas that personally interest, is also considered as enhancing vocabulary. It is desirable to read those writers that we find tiresome and hard, because very often they are the ones using all the richness of their own language, sometimes even to exaggeration, but by that, gives people time insight into the possible diversity, levels and depth of expression.

b. Anxiety

Anxiety is defined as a state of uneasiness and apprehension of fear caused by the anticipation of something threatening. According to Kirkwood and Melton (2002), anxiety disorders are among the most common mental disorders encountered by public speakers. People who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intense distress and anxiety. According to Kant (2000), people in general negatively assess and appraise those who demonstrate their fears towards public speaking and fail to make a strong impression through confident gestures. These problems can act as hurdles in achieving ones' goals that could be both personal and professional; hence speakers need to develop strong public speaking skills to enable them to become more confident.

METHODOLOGY

In this study, the researcher used qualitative method to analyze the data. Qualitative research is concerned with the patterns and forms of such variables. Qualitative methods are regarded by many researchers nowadays as offering a legitimate method for gaining information about and understanding how human beings function (Cropley, 2019). The researcher tried to collect data by interviewing students toward Public Speaking and their involvement toward their organization, whether it's inside or outside the university, and also by collecting students public Speaking scores.

The respondent in this study is the fourth semester students of KKI of Institut Agama Islam Negeri (IAIN) Samarinda. KKI class in one of special class in IAIN Samarinda which the class are as level as international class. These students get two semesters of this Public Speaking class, which are semester 3 and semester 4. Some students are involed in organization and some are not. Therefore, it is interesting to so how their anxiety level whether they are joining organization or not.

The researcher gave the students a task for public speaking class, which was delivering Islamic speech. After they performed their speech the researcher will ask them whether they are involving in some organization—whether inside or outside the campus, or not. The researcher also gave them interview ask for supporting data. The interview guide for this study is adapted from public speaking anxiety questions from Raja (2017). Meanwhile for Public Speaking score, the researcher use this following scoring rubric:

Table 1. Scoring rubric

Content		High		Average		Low	
		5	4	3	2	1	
1	States the purpose.	5	4	3	2	1	
2	Organizes the content.	5	4	3	2	1	
3	Supports ideas.	5	4	3	2	1	
4	Incorporates stories and examples.	5	4	3	2	1	
5	Summarizes the main idea(s).	5	4	3	2	1	

Delivery		High		Average		Low	
		5	4	3	2	1	
6	Demonstrates awareness of listener's needs.	5	4	3	2	1	
7	Speaks clearly with appropriate vocabulary and information.	5	4	3	2	1	
8	Uses tone, speed, and volume as tools.	5	4	3	2	1	
9	Demonstrates complexity of vocabulary and thought.	5	4	3	2	1	
10	Appears comfortable with audience.	5	4	3	2	1	

FINDINGS AND DISCUSSION

Findings

After the researcher did a Public speaking test and the interview for students, the data is gathered and showed as follows:

Table 2. Students Scores and Involvement in Organization

NO	NAME	PUBLIC SPEAKING SCORE	PREDI-CATE	INVOLVE-MENT IN ORAGANI-ZATION
1	MZ	85	A	NO
2	HRD	84	A	YES
3	RN	84	A	YES
4	RSM	83	A	NO
5	AF	80	A	YES
6	MRC	80	A	YES
7	FT	80	A	YES
8	SL	80	A	YES
9	M.A	78	B+	YES
10	RSM	78	B+	YES

11	NM	77	B+	YES
12	YN	76	B+	NO
13	UR	76	B+	NO
14	AR	76	B	NO
15	ISN	75	B	NO
16	DW	75	B	NO
17	MRD	74	B	NO
18	AG	72	B	NO

From the data displayed above, it can be seen that all of the students got score more than 70 (B). The highest score was MZ who got 85 and the student is not joining organization. The lowest score was 72, AG is not involved on any organization as well. There are eight students who got 80 or more score which was A, five students got B+ (76 – 79) and the rest of them, five students got B. The table bellow shows the cluster of the students who are involved in organization and those who are not. The scores are accumulated and compared as follows:

Table 3. Students Mean Scores

NO	STUDENTS WHO JOIN ORGANIZATION		STUDENTS WHO DO NOT JOIN ORGANIZATION	
	NAME	SCORE	NAME	SCORE
1	HRD	84	MZ	85
2	RN	84	RSM	83
3	AF	80	YN	76
4	MRC	80	UR	76
5	FT	80	AR	76
6	SL	80	ISN	75
7	M.A	78	DW	75
8	RSM	78	MRD	74
9	NM	77	AG	72
	MEAN SCORE	80,1	MEAN SCORE	76,8

From table above it can be seen that 50% of the student are involving in organization (whether inside outside

campus). 50% other do not join any organization. The mean score that the students who join the organization is higher (80,1) than the other group (76,8). Despite being the lowest group, there are two students who have A scores. In fact, the highest scored student is also from the group of students who do not join organization which is MZ with the score 85.

The students on both groups were also asked about their feeling toward their public speaking performance. All of the students from Organization group admitted that they feel very confident and comfortable speaking in front of people and do not feel nervous a bit. The students who got less than 80 were actually very confident and brave, it was their other aspects (content) that was not as good as other students. Meanwhile in the non-organization member students, half of students said that they feel very nervous to talk and half of them said that they felt it was okay, because even without joining organization, they used to do public speaking in their class as high school students and also they enjoy talking in social life.

DISCUSSION

Based on the findings, the organization member students have better performance and lower level of anxiety than the one that not joining any organization. This group of students said that they were used to talk in front of people inside their organization. It can be concluded that the organization involvement among the students increase their confident and decrease their level of anxiety.

Meanwhile in the side of the non-organization member of students, most of them felt that the public speaking test was

making them quite anxious. They feel like they were not used to talk about a lot of things in public and it makes them talking very flat with less-body language or even do some unnecessary gestures. As stated by Kant (2000), people in general negatively assess and appraise those who demonstrate their fears towards public speaking and fail to make a strong impression through confident gestures but does not imply that all of the non-organization member of students are all very anxious. Some of them were very relaxed when talking to people because there are other factors boosting their confident, despite of not joining any organization.

CONCLUSION

According to the findings and discussion above, the organization member students have better performance and lower level of anxiety than the other group. Nevertheless, it does not imply that all of the non organization member of students are all very anxious. Some of them were very relaxed when talking to people because there are other factors boosting their confident, despite of not joining any organization.

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