



**PUBLIC SPEAKING ANXIETY AND COPING STRATEGIES AMONG
STUDENTS IN ISLAMIC BOARDING SCHOOL**

SKRIPSI

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ABSTRACT

Keywords: Speaking achievements, public speaking anxiety

Speaking is a part of communication which is the skill to utilize language in a suitable way to convey one's thoughts, feelings, or ideas to exchange information and knowledge with other communicators. In the twenty-first century, speaking talents need to incorporate specific components, or soft skills, such as communication, creativity, teamwork, and critical thinking. Fluency in English is essential for students, particularly those who intend to graduate and get into the workforce.

This study employed a mixed-method explanatory sequential design as a research approach. A descriptive statistic was applied to find the level of student public speaking anxiety, the most common factor of student public speaking anxiety, and the strategies students use to overcome their anxiety. The correlational research design was utilized to calculate the correlation between student public speaking anxiety and student speaking achievements. This current study involved 72 Islamic boarding school students which is 53 male students and 19 female students and they were required to fill out a Public Speaking Anxiety Scale (PSAS) questionnaire. The questionnaire consisted of three factors (cognitive, behavioral, and physiological factor). The students' scores in public speaking activity given by the teacher were used to define their speaking achievements. The descriptive statistics aim to reveal the level of public speaking anxiety and most factors used by students. Meanwhile, correlational design aims to investigate the correlation between the students' public speaking anxiety and their speaking achievement. For analyzing data, the researcher used the statistical formula of the SPSS 24.0 version.

The result of this study revealed that the mean score of Islamic boarding school student's PSAS was $M=2.96$ students have medium public speaking anxiety levels, which means that Islamic boarding school students have medium anxiety levels when they perform public speaking activities. It also shows that Islamic boarding school students are not too anxious when they are in public speaking class. The result of the contributing

factor of public speaking anxiety shows that Islamic boarding school students have a cognitive factor $M=3.11$, a behavioral factor, $M=2.85$, physiological factor $M=2.94$. On the other hand, the cognitive factor is the most contributing factor to public speaking anxiety in Islamic boarding school students.

The correlation between students' public speaking anxiety and their speaking achievements by the result of $r(72) = -.102, p < 0.01$ which means that there is a significant relationship between students' speaking anxiety and their speaking achievements. The result of how students deal with their anxiety shows that practising continuously, understanding the theme and the meaning of the text, and practising with friends are some strategies that can reduce their anxiety before they do public speaking activities.

The findings of this study suggest that Islamic boarding school students can enhance to make themselves more comfortable in learning public speaking activities. Teachers can come up with strategies to make students more confident and decrease anxiety on public speaking anxiety. A larger sample size, students with different learning levels, and a deeper investigation into the topic are suggested for future researcher.

ABSTRACT

Keywords: Prestasi berbicara, Kecemasan berbicara di depan umum

Berbicara adalah bagian dari komunikasi yang merupakan keterampilan untuk menggunakan bahasa dengan cara yang tepat untuk menyampaikan pikiran, perasaan, atau ide-ide seseorang untuk bertukar informasi dan pengetahuan dengan komunikator lain. Pada abad ke-21, bakat berbicara perlu menggabungkan komponen tertentu, atau keterampilan lunak, seperti komunikasi, kreativitas, kerja tim, dan pemikiran kritis. Fluency dalam bahasa Inggris sangat penting bagi siswa, terutama mereka yang berniat untuk lulus dan masuk ke dalam tenaga kerja.

Penelitian ini menggunakan metode campuran yang menjelaskan desain berurutan sebagai pendekatan penelitian. Statistik deskriptif diterapkan untuk menemukan tingkat kecemasan berbicara di depan umum siswa, faktor yang paling umum dari ketakutan berbicara ke depan siswa, dan strategi yang digunakan siswa untuk mengatasi kebingungan mereka. Desain penelitian korelatif digunakan untuk menghitung korelasi antara kecemasan berbicara di depan umum siswa dan pencapaian berbicara siswa. Studi ini melibatkan 72 siswa sekolah asrama Islam yang terdiri dari 53 siswa laki-laki dan 19 siswa perempuan dan mereka diminta untuk mengisi kuesioner Public Speaking Anxiety Scale (PSAS). Pertanyaan terdiri dari tiga faktor (cognitive, behavioral, and physiological factor). Skor siswa dalam aktivitas berbicara di depan umum yang diberikan oleh guru digunakan untuk menentukan pencapaian berbicara mereka. Statistik deskriptif bertujuan untuk mengungkapkan tingkat kecemasan berbicara di depan umum dan sebagian besar faktor yang digunakan oleh siswa. Sementara itu, desain korelasional bertujuan untuk menyelidiki korelasi antara kecemasan berbicara di depan umum siswa dan prestasi berbicara mereka. Untuk menganalisis data, peneliti menggunakan rumus statistik dari SPSS versi 24.0.

Hasil dari penelitian ini mengungkapkan bahwa skor rata-rata PSAS siswa asrama Islam adalah $M = 2.96$ siswa memiliki tingkat kecemasan berbicara publik rata-rata, yang berarti bahwa siswa sekolah asrama Islam memiliki tingkat ketakutan sedang ketika mereka melakukan kegiatan berbicara di depan umum. Ini juga menunjukkan bahwa siswa asrama Islam tidak terlalu cemas ketika mereka berada di kelas berbicara di depan umum.

Hasil dari faktor yang berkontribusi terhadap kecemasan berbicara di depan umum menunjukkan bahwa siswa sekolah asrama Islam memiliki faktor kognitif $M =$

3,11, faktor perilaku $M = 2,85$, faktor fisiologis $M = 2.94$. Di sisi lain, faktor kognitif adalah faktor yang paling berkontribusi terhadap kecemasan berbicara di depan umum pada siswa sekolah asrama Islam. Korelasi antara kecemasan berbicara di depan umum siswa dan pencapaian berbicara mereka dengan hasil $r(72) = -.102, p < 0.01$ yang berarti bahwa ada hubungan yang signifikan antara kecemasan berbicara siswa dan prestasi berbicara. Hasil dari bagaimana siswa menangani kecemasan mereka menunjukkan bahwa berlatih terus-menerus, memahami tema dan makna teks, dan berolahraga dengan teman-teman adalah beberapa strategi yang dapat mengurangi kecemasan mereka sebelum mereka melakukan kegiatan berbicara di depan umum.

Temuan dari penelitian ini menunjukkan bahwa siswa asrama Islam dapat meningkatkan untuk membuat diri mereka lebih nyaman dalam belajar kegiatan berbicara di depan umum. Guru dapat datang dengan strategi untuk membuat siswa lebih percaya diri dan mengurangi kecemasan tentang kebimbangan berbicara di depan umum. Ukuran sampel yang lebih besar, siswa dengan tingkat pembelajaran yang berbeda, dan penyelidikan yang lebih mendalam dalam topik disarankan untuk peneliti masa depan.

CHAPTER I INTRODUCTION

In this chapter, the researcher discusses the research background, research questions, research objectives, research significance, and definition of key terms.

1.1 Background of the Study

Speaking is an important language skill that English learners need to master in the 21st century. English is widely regarded as the primary language of communication in today's world of constantly changing technology, and living without language proficiency is a challenge. Speaking abilities in the twenty-first century must include certain elements, or soft skills, such as critical thinking, creativity, communication, and teamwork (Menggo et al., 2019). Speaking English fluently is crucial for students, especially for those who plan to graduate and enter the workforce. They will interact with individuals from various backgrounds at work. Students' speaking fluency is impacted by deficiencies in vocabulary, grammar, pronunciation, and self-assurance (Jaya et al., 2022). State Speaking is one of the communication strategies that people employ to engage with others, according to Khalidah et al., (2023). Therefore, in the twenty-first century, students must become proficient speakers.

Speaking is a part of communication, just like listening and writing. Many experts use different perspectives on speaking achievements. Suhendar (1992) states that speaking is the process of converting the form of thoughts or feelings

into speech in the form of meaningful sounds of language. According to Tarigan (1983), speaking is the achievement of producing clear sounds or words to express, communicate, and communicate thoughts, ideas, and feelings. According to Brown and Yule (2007), speaking is the achievement of using linguistic sounds to express or orally communicate thoughts, ideas, or feelings. Thus, it can be concluded that the definition of speaking, is the transmission of thoughts in the form of ideas, or the heart's content in the form of words or spoken language. After we know together about the definition of speaking according to experts, then it is very important to know the speaking achievement. Speaking achievement is the key to success in career, work, and social relationships. Speaking achievement will make it easier to convey messages verbally or orally (Tarigan, 1983).

The capacity to communicate orally is known as speaking. Spoken language and the message have a very close relationship when it comes to transmission. The listener receives the message in a different format—that is, as language sounds—rather than in its original form. Next, the listener attempts to reconstruct the message from its original linguistic sounds. Speaking achievement, according to Arshad and Mukti (1993), is the capacity to utter words to communicate ideas, feelings, and thoughts. Speaking achievement is the capacity to communicate with people orally. A person will benefit socially and professionally if they have strong speaking achievement. According to Supriyadi (2005), The four components of speaking achievement are, generally speaking, vocabulary, pronunciation, grammar, and fluency. Speaking can be classified as either formal or informal depending on the circumstances. (Kouwenhoven Et al., 2018).

Public speaking (lectures, speeches, presentations), debates, and interviews are examples of formal speaking. Speaking in a casual setting without adhering to the

same standards as formal speaking includes conversing, reporting news, making announcements, making phone calls, and so on. Public speaking is one kind that is frequently utilized as training material in the majority of Indonesian schools. Public speaking is the act of speaking aloud in front of a large audience on a subject or issue to influence, invite, educate, change listeners' attitudes, clarify, and inform them. Furthermore, public speaking, according to Suwarti (2014), is the skill of speaking in front of an audience on a given subject or issue to impact the audience verbally to invite, educate, alter opinions, explain things, and supply information. Nurilahi & Suhartono (2022) report that when public speaking is taught in Indonesian schools, some students report facing a variety of difficulties related to public speaking, such as a lack of confidence, a fear of being incorrect, and a fear of ridicule. Anxiety is the most frequent reaction that students have when they practice public speaking in class.

The words "anxiety" and "anxious" are in German and Latin, respectively, and are used to denote unpleasant consequences and physiological arousal (Muyasaroh, et al. 2020). The professional viewpoints have resulted in a variety of definitions for anxiety. Anxiety, as defined by Rajasthan, Prakash, and Husin (2013), is characterized by sentiments of concern, frustration, and unhappiness that are close to anxiety problems. Anxiety is defined as tension, insecurity, and anxiety that develops when one feels as though they are going through a difficult situation (Najafi, 2014). Anxiety, according to Rachman (2004), is the uncomfortable, tense feeling of suspense that comes with anticipating an unclear, potentially dangerous event. It is a negative effect that is so closely associated with fear that, in many cases, the phrases are used interchangeably; fear is a mixture of unpleasant anticipation and tension, just like anxiety. To put it briefly, anxiety can cause issues for students during the learning

process, particularly when it comes to public speaking achievement since it can make them feel self-conscious about their performance.

Speaking in class can have a detrimental effect on students who suffer from anxiety by making them uneasy when they speak. Speaking nervousness, according to Basic (2004), breeds insecurity, which keeps pupils silent in all circumstances—even when they are capable of expressing themselves and their knowledge. Students who have anxiety when speaking tend to be quite silent and unresponsive. They assess their proficiency against native speakers of the language and maintain that only proper English should be spoken. They worry that their pronunciation needs improvement. Even if they are as smart as the other students in the class, pupils who are not given the chance to participate in classroom activities learn less. One of the more common apprehensions among people is public speaking, which is considered to be one of the more frightening forms of communication (Dwyer & Davidson, 2012). It is foreseeable that a public speaker's performance could have an impact on their anxiousness.

Students who are anxious about their speaking may become highly tense when they make mistakes. The study by Damayanti & Listyani (2020) found that dread of a poor evaluation, exam anxiety, and communication apprehension are the three main causes of foreign language anxiety. Some of these features are commonplace for Indonesian students, especially those enrolled in Islamic boarding schools. It would be intriguing to find out about their experiences with anxiety and coping mechanisms as a result.

According to the justification provided, prior research has primarily examined the anxiety experienced by students attending public or private universities; however, there has been minimal discussion regarding the anxiety faced by students attending

Islamic boarding schools. To address this gap in the literature, this study examined the relationship between students' speaking achievement and their levels of anxiety related to public speaking in Islamic boarding schools. This research is crucial because it will help students who struggle with public speaking anxiety in English classes and should improve the effectiveness of English language instruction in Islamic boarding schools. Furthermore, as both quantitative and qualitative research approaches have been widely employed in the past, this study employs a mixed research strategy to produce more precise findings regarding the relationship between anxiety and speaking achievement among students attending Islamic boarding schools.

1.2 Research Questions

Based on the background studies above, the researcher formulates the research questions as follows :

1. What are the level and the contributing factors of students' public speaking anxiety?
2. Is there any correlation between students' public speaking anxiety correlate to speaking achievement?
3. How do they deal with their speaking anxiety?

1.3 Objectives of the Study

Based on the research questions above, the researcher intended to find out the objectives:

1. To examine the level and the causing factors of public speaking anxiety.
2. To investigate the correlation between student public speaking anxiety

on student speaking achievement, and the level of the correlation.

3. To find out coping strategies to deal with speaking anxiety.

1.4 Significances of the Study

The research findings are expected to give both theoretical and practical benefits..

Theoretically, the study's findings might be useful to determine the level and factors that cause anxiety that arises during public speaking activities and how to find the right and effective strategies to overcome public speaking anxiety in students in Islamic boarding schools.

As for practical benefit, the findings of this study may help educators investigate the level and the factors that influence students' public speaking anxiety and find the best strategies to reduce student public speaking anxiety. Students will benefit from finding ways to avoid speaking anxiety and find ways to overcome anxiety. The findings of this study can also be implemented by further researchers to research the correlation between motivation and other English skills in students in Islamic boarding schools.

1.5 Scope and Delimitation of the Study

The scope of this study focuses on what are the level and causing factors of public speaking anxiety on speaking achievement faced by students in Islamic boarding schools, and how they coping public speaking anxiety.

Like other studies, this study has its limitations. The limitation of this study is that the sample taken is only X class out of a total of XI, and XII classes which will make the research results less generalized. and the questionnaire used is old which will make it effective.

1.6 Definition of Key Terms

The following explanations can assist the reader in comprehending the basic concepts used in this study and help prevent misunderstandings regarding some essential concepts:

1. Public speaking anxiety refers to a worry about speaking and performing the language that the Students got in learning speaking by public speaking activity in English class.
2. Speaking achievement is defined as the achievement of speaking using the assessment of public speaking assignments given by the English course which demonstrates how well students perform in public speaking.
3. The correlation refers to the relationship between public speaking anxiety and students in Islamic boarding schools on their speaking achievements
4. Coping strategies defined the strategies from the student of Islamic boarding schools that they used to overcome their public speaking anxiety by making notes, memorizing and comprehending, properly preparing the content, using language understandable, practising frequently, and always attempting to instil confidence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The author will examine two focuses in this chapter related to the about and discourse of this study. There are conclusions and recommendations.

5.1 Conclusions

According to the study's findings, the majority of Islamic boarding school pupils have medium PSA with mean score 2.96. Additionally, the cognitive component appeared as the main contributing element to students' public speaking anxiety with mean score 3.11. This factor caused the students to feel humiliated and afraid to speak in front of others for fear of making mistakes and receiving unfavourable feedback from their teachers and peers. Furthermore, this study discovered there is no significant correlation between public speaking anxiety (PSA) with their speaking achievement it shows by correlation coefficient (0.393). It can be said that students with high, medium, and low anxiety levels have no effect on their speaking achievements, and there may be other factors that can influence such as motivation and self-confidence. When it comes to their attempts to lower their PSA, student participants with high, medium, and low anxiety levels typically employ techniques such as frequent practice, conceptualizing the speech to be given, practising with friends, and attempting to learn and comprehend the context of the text to be delivered.

5.2 Suggestions

The following suggestions for upcoming educators and researchers are based on the study's findings. To help students develop more efficient coping mechanisms for anxiety reduction, teachers should explain to them how to use techniques like peer groups and games to lessen students' nervousness during public speaking exercises.

A Peer Group, according to Kang (2016), is a small, close-knit group of people who get together often and share intimate bonds. They participate in group activities, discuss opinions, and trade ideas. Peer groups are a useful tool for helping kids who are experiencing moderate anxiety to control their anxiety. Learning in groups will make students feel more at ease than working alone.

Saunders and Crookall (1985) also recommended that teachers employ a variety of games in which students might utilize the target language to lessen their speaking fear. Games offer a pleasant diversion from the traditional language classroom schedule. They are stimulating and demanding, and they offer opportunities for language practice across a range of domains, including speaking, writing, listening, and reading. They give the language use a purposeful context (Kim, 1995). One tactic for controlling pupils' nervousness at low and intermediate levels is to play games with them.

The results of this study are desired to offer assistance to future researchers who need to investigate similar points. In any case, the analyst recommends that further research expand the test scale into a bigger one. Encourage analysts to burrow into deeper information on the relationship between

students' PSA and dialect accomplishment by choosing distinctive study levels of students, age, gender, additionally the instruments that will be used. Quantitative and qualitative methods are additionally suggested to be applied in future research to know the perspective of the respondent through interviews.



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