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INVESTIGATING THE EFFECT OF A LACK OF PUBLIC SPEAKING CLASSROOM ACTIVITY ON SENIOR HIGH SCHOOL STUDENTS

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Abstract

Public speaking is one of the most important activities enhancing English language learning in an academic institution. Yet, many of these informal institutions have not implemented or facilitated the students adequately which caused public speaking anxiety not being concerned. This study will investigate the presence of public speaking activity in the English classroom for senior high school students and what may influence the most of their anxiety in Public Speaking performance. Data obtained from the questionnaire with seven respondents will be analyzed according to the qualitative-descriptive method. This study claims that Public Speaking activity in the classroom still lacks concern and needs to be enhanced more. Forward, the study is expected to help, assist, and source for better educational purposes.

Keywords: *English speaking activity, Public speaking activity, Public speaking anxiety*

INTRODUCTION

One of the main domains in English as a foreign language learning and teaching is speaking skills. According to Hamouda (2020) and Jabbarova (2020), speaking is significant in the language acquisition and learning process. Speaking is the actualization and implementation of one's knowledge and ability, speculating the listening, reading, and writing knowledge covered all in. However, public speaking is an important skill for undergraduate students to learn and practice as they progress through their education and careers. To that end, speaking in public is a common requirement in undergraduate courses that encourages students to present their work and ideas to increase competency. For individuals who experience public speaking anxiety, speaking in public can have a negative impact on both their physical and emotional well-being. Good communication skills in the workplace define as an ability to transmit and receive information clearly, and include the ability to read the audience to avoid and resolve conflicts (Kermode,

2017, in Ting, Marzuki, Chuah, Missieng, and Jerome, 2017). Learning good communication skills remain a challenge in the tertiary education curriculum. Additionally, subjects such as public speaking are gaining prominence as another attempt to improve graduates' communication skills.

Public speaking is described as communicating in front of a large group of people to communicate or convert knowledge that will benefit the audience. Public speaking helps students improve their self-worth as public speakers, which they recognize is crucial to master for both educational and future employment goals. For this public speaking skill, there is a very concerning problem perceived by many scholars in both local and international level, in middle or higher education, with or without solution offered such as in Ardhea R Putri, 2020 on the senior high school factors that cause students' anxiety in speaking English; Students anxiety of speaking English in public by AA Fauzi, Diana Putri, Tifa Rahman, 2021; Mahdalena, Asnawi

Muslem, 2021 on the Analysis on Factors That Influence Students' Anxiety in Speaking English; Malik, S., Qin, H., Arif Soomro, M., & Oteir, I., 2021 on The Socio-Psycholinguistic barrier; JAT Tambunan, 2018 investigating Students Anxiety in Public Speaking; in line to that also RK Siregar on 2019, investigate Students' Anxiety on Their Public Speaking; Huma Naz, Dr Nazia Ali, Dr Saba Aziz in A Study to Evaluate Anxiety of Public Speaking in Young Adults; or proposed way to as solution such as in The Role of M-Learning in Decreasing Speaking Anxiety for EFL Learners last 2019 by AF Shamsi; Gürbüz, C., & Cabaroğlu, N., 2021 on EFL students' perceptions of oral presentations; Chorley, S. K., 2021 on Variations on exposure therapy; Tee, X.T., Kamarulzaman, W., & Tan Joanna, T.A., 2020 in A Systematic Review of Self-Coping Strategies to Cope with Public Speaking Anxiety.

The fear of public speaking is known as Public Speaking Anxiety. The study conducted by The Role of M-Learning in Decreasing Speaking Anxiety for EFL Learners, (2019) Mentioned that anxiety has three main types. The first one is trait anxiety which deals with the inner factor of the speaker itself. The second type is state anxiety which refers to the arising reaction to a particular situation. The last type of anxiety is situation-specific anxiety which appears in a certain situation (Ellis, 1994).

In line with the above study, anxiety according to Huma Naz, Dr. Nazia Ali, Dr Saba Aziz (2021) differentiated into four types, as follows:

1. Trait-like anxiety is mostly experienced when a speaker communicates with others.
2. Generalized-context anxiety such as in the particular context of public speaking
3. Person-group anxiety usually presents because of different levels of position

in which the audience is the given particular status

4. Situational anxiety mostly happens such as in individual oral exams or job interviews.

Public Speaking Anxiety following the Horwitz's (1986) theory, claims that three key elements that influence EFL students' public speaking anxiety are communication apprehension (CA), fear of negative evaluation (FNE), and exam anxiety (TA) (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989). The first one is communication apprehension which occurs because learners feel anxious when speaking a foreign language in front of others due to their lack of ability. The second variable is fear of negative evaluation where learners could not perform their best thinking and worry about what might be in the mind of the audience about their lacks and weakness. The last variable is test anxiety, which refers to the foreign language exam either oral or written.

Public speaking is a necessary and fundamental skill because everyone needs to be able to present themselves in a good manner in order to communicate, transfer information, and engage with other people. It is challenging for foreign language learners to practice Public Speaking in their daily lives. There are many variables of background that may influence their Public Speaking skills as resumed from the previous study by Malik, S., Qin, H., Arif Soomro, M., & Oteir, I. (2021), that grouped into three big ideas mainly perceiving from psychological, cognitive, and socio-cultural issues. The particular study focus on three theories: foreign language anxiety (FLA), second language acquisition (SLA), and sociocultural theory (SCT).

Perceived psychological obstacles and barriers	Perceived cognitive factors	perceived socio-cultural factors
<ul style="list-style-type: none"> • Introversion and anxious personality • Students pre university language learning experiences • Learners beliefs • Self-confidence and self esteem • Feeling of being observed and negative evaluation • Time pressure • Interlocutors 	<ul style="list-style-type: none"> • unfamiliar topics • genre • grammar • vocabulary 	<ul style="list-style-type: none"> • students geographic background • lack of exposure • gender • social status and self-identify • parents and educational status

Individuals come from different circumstantial yet it does not leave the best of the best man without public speaking anxiety as quoting Raja, 2017, No one is born a speaker, they are trained to be. However, these individuals with PSA experience a variety of symptoms which can be divided into Physical, verbal, and non-verbal symptoms. The physical symptoms including the Autonomic nervous system(ANS) and Sympathetic nervous system(SNS) lead to increased heart-beat, pupils dilated, sweating, increased oxygen intake, and neck rigidity. The verbal symptoms usually appear in shaky voice or vocalized pauses. The non-verbal symptoms lead to insomnia, dizziness, irritability, diarrhea, and increased urination.

In the authentic world, professionals such as businessmen or politicians with PSA might face difficulties while speaking in front of a large audience. In educational institutions, due to public speaking anxiety, students might avoid oral presentations, speaking in classrooms, and even avoid attending social events. The anxiety even could be worse felt a few days or even weeks before the actual situation happened. This is what should be concerned fully. Students often thought they are not ready and will never get ready with their custom

minds. Hence, PSA with the many damaging effects on scholastic performance, it becomes highly important to offer a solution to the students. However, speaking activity in the classroom is probably still limited even insufficient in facilitating the student's development of their speaking ability. Thus, this study tries to find the correlation, effect and cause, relation, and result between the lack of speaking activity and speaking ability in a classroom especially for senior high school students which prepares them directly for the university and the actual world challenge.

METHOD

The study aims to investigate whether public speaking anxiety felt by students in high school correlates to the lack of speaking activity in the classroom. The study distributes a questionnaire through an online form with seven respondents. All the participants in this investigation are coming from divergent areas and formal institutions. Thus, the study could cover and present different perspectives from many different backgrounds of the participants. The questionnaire instruments will be attached below. To evaluate the data, the qualitative-descriptive method is

applied to present an explanation until details as it will support the comprehension and understanding of the result and

discussion part. Tables and figures will have caption and title as it assists the data analysis of the research.

RESULT AND DISCUSSION

Result

Table 1. Questionnaire questions

Questions
1. Is there any English learning class in your schools? If yes, how much time is allotted?
2. What do you know about Public Speaking?
3. Is there any activity in your English course in your school to present Public Speaking skills? If yes, can you mention that?
4. Do you think Public Speaking activity in your English class should be improved or whether it is sufficient already?
5. What do you feel when you are asked to perform Public Speaking?
6. From the choices as follows, put an order on what factor influence you the most on your Public speaking performance? <ul style="list-style-type: none"> • Communication Apprehension • Fear of negative evaluation • Test anxiety
7. Please write more about your Public Speaking anxiety?
8. Based on your opinion, do you think public speaking activity in English class is related to your Public Speaking performance?
9. What can you suggest to solve your Public Speaking Anxiety forward for teachers, scholars, and even yourselves?

Above is the questionnaire distributed to seven participants.

From the first questions, all the participants agree that there is English course in their school with an average duration of two hours. In the second question, it can be concluded that the participants mostly comprehend the main

act of Public Speaking as they are able to explain the relatable concept between 'Speaking' and 'in front of the Public'. Indeed, there is one participant had not understand the notion of Public Speaking in the right way.

For the third question, participant 1 agree there is Public Speaking activity in the

classroom including debate and speech. Participant 2 states there is an activity when the students were asked to write a text and read that in front of the class and read the textbook by switching each other. P3 states there is no public speaking activity in the classroom, and P4 states there is a presentation in the English course. While P5 doubted the activity of public speaking in the course. P6 states there is no Public Speaking activity but there is a Full English day in the school. P7 mentions an activity to read a story but doubted it as a Public Speaking activity.

And inevitably, all the participants are agreeing that public speaking activity in their classroom should, and must be improved. This shows that in the course, there is a lack of speaking activity when speaking activity is important for them. This is relating to the next question of what are they feeling when they are asked to perform or speak in front of their friends. All the participants state they feel nervous, anxious, scared, and sad, but one of the participants states enjoying it after the performance while one of the participants stated never was chosen to perform speaking in front of the class. P6 instead, the

participant states should be ready and happy.

Under that circumstances, the next question leads the participants to recognize what is their biggest weakness among three factors, CA, FNE, and TA. P1 and P3, P4, and P7 state the biggest anxiety factor is CA, and P1 added that it is losing focus so will forget what to say that is being feared the most. P4 states it is low self-esteem caused by CA. P7 mentions the scary situation when the participant forgets what to say and whether the topic meets the audience. P2 and P5 state that it is FNE that influences the most the performance. P1, P2, P3, P4, P5, and P7 agreed that public speaking activity relates to the anxiety that is felt while P6 does not think so. P6 however, mentions that CA is the first factor that influences the most followed by FNE and TA. The statement shows the participant's anxiety rise in a situation that makes the participant worry about to do a mistake or whether the topic that is being talked about is suitable to the audience.

After recognizing their weaknesses, the participants are asked to propose a way, method, or solution to the problem. Here are some of their opinion:

P1 proposes self-confidence and belief in themselves

P2 suggests to habituated students to public speaking

P3 suggests to do more practice and preparing properly

P4 advises to self-practice speaking English and not to worry about making mistakes

P5 proposes to be confident while performing

P6 advised to practice, be prepared, and calm

P7 practice and do not surrender

Discussion

Public Speaking is an act of speaking in front of the public to share ideas,

information, or knowledge. Public speaking in Indonesia is an urgent problem that yet is concerned the scholars, researchers, teachers, and institutions. In Indonesia, it is

found that Public Speaking activity is still limited. Even nearly 70 percent of students doubt whether there is Public Speaking activity. Lack of supplement of activity for Public Speaking can lead to any further problems. Inner or outer self of the students, and environmentally or mentally, in education or real life.

First, lack of public speaking activity leads to the raising PSA of students. PSA is such a long problem to solve further. The students agree on three main factors of PSA as follows: Communication Apprehension, Fear of Negative Evaluation, and Test Anxiety with the highest, most-influence Public Speaking performance is CA with a percentage of 57.1%. This communication apprehension deals with students' lack of ability or weakness in speaking a foreign language. Students are likely to panic when they are asked to perform in front of the class so they often forget what to say and even forget how to speak at all. This way, the teacher needs to propose a solution dealing with the problem such as proposed in *Types of Strategies Used to Cope with Speaking Anxiety* (Tee, X.T., Kamarulzaman, W., & Tan Joanna, T.A., 2020). Teachers and learners could find solutions offered relating to how they could cope with the Speaking anxiety they felt through six strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategies. Besides, teachers could also set exposure therapy for the students following the previous study by Chorley, S. K. (2021).

The next factor is FNE which is scared the students by overthinking and overdoing it. Whether they could speak well in front of their audience, whether the audience feels excited, whether they can light up the situation, or whether the topic they try to convey is suitable and meet the audience. FNE caused them to feel nervous, worried, and panicked. They feel more worried about performing Public Speaking. This can lead to a bigger problem, that is low self-esteem yet public speaking should facilitate them to

feel more confident instead. In accordance with the particular problem, a previous study found participants believed that their fear of public speaking can be decreased by using strategies and seeking professional help. Another notion offered is by building interactive use of the language itself will contribute to the lessening of public speaking anxiety (Wan Shamsuddin, W., Wen Lee, N., Abdullah, A., & Swee Heng, C., 2021).

Another problem of lack of public speaking activity propose in the classroom is the students may unable to find their weaknesses in Public Speaking skills since they will not even know what kind of experience and skill is needed while performing it. This can cause students to feel worse facing the authentic or real-world outside with much more competition and competitive peers. They will not be able to set a standard or general perception on how much they need to work on. Eventually, in a very fast-changing modern world, these students are leaving behind coping with the ancient issue in the corner.

In addition, the study also asked the participants to propose a way to solve the problem. That can be concluded the participants already understand what to do to face the problem yet, is implemented in the practice of real-world performance. This one problem will require a good solution such as training them mentally to be more confident and believe in themselves besides facilitating their cognitive ability in the language learning itself. Learners could initiate peer support centers, practice presentations, have language games, language activities, and group performances as in Wan Shamsuddin, W., Wen Lee, N., Abdullah, A., & Swee Heng, C. (2021). By creating a natural environment that communicates in the language targeted, students' anxiety will reduce, their confidence level will boost, and they also will perceive more positive than negative perceptions from other people. In Gürbüz, C., & Cabaroğlu, N. (2021) which investigate

students' perceptions of oral presentations in the English class, it is found that students agree on positive perceptions of oral presentations since it helps them with language skills, motivation, and speaking anxiety.

In accordance with the mentioned problems, issues, and statements on Public Speaking Anxiety is an urgent problem for the students in high school to solve for both their educational or authentic world matter and its effect, investigation in this particular study will suggest teachers and schools should habituate students to improve their self-esteem, confidence, practice, and skill.

CONCLUSION

The discussion of Public Speaking's importance inevitably is unavoidable in the advancing world of the 21st century. People are improving and developing themselves either for their good or for global competition. Public Speaking is an essential skill to master as it takes a role in many competitions, such as speeches, debates, or poetry-reading competitions. In authentic environments, such as a presentation of notions in a work-life or political campaign.

Even when people need to introduce themselves in an environment, good Public Speaking skills will help them build a great impression on the audience. There are many and a lot more that require good speaking skills. Thus, people need to improve and master Public Speaking. Yet, this study shows that public speaking anxiety in high school is felt by most students. This is related to the lack of public speaking activity proposed in the classroom according to data obtained and analyzed above. English course is only provided in average two hours per week, that is considered insufficient to develop their speaking skill since the course also will focus on other three domains. Thus, it is inescapable for the teachers, pupils, or even the Ministry of Education to also be concerned about speaking ability, especially Public Speaking since it will very matter forward. Further, the formal institution is expected to give more chances aim in enhance English Public Speaking skill. concern on the speaking performance of the students as the way they communicate and implement the course in an authentic world after.

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