

# Correlation between Level of Anxiety and Public Speaking Performance through Systematic Learning Approach in Foreign Language

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**Abstract:** *The learners experienced public speaking anxiety in their own learning, oral presentation, and delivering speech. Thus, this study described the relationship between level of anxiety and public speaking performance. It was also the effort to know the role of Systematic Learning in influencing Public Speaking Anxiety of students in Foreign Language. An approach called systematic learning process was expected to give a big contribution to overcome the problems so that they can have good capacity to speak in public well. The stage of process of systematic learning is presentation, application, and feedback. Moreover, the study focused within generalize-context in speech and presenting. One hundred and thirty five participants were the samples for the study. This study applied mixed method research. Recording video of the participants' speech and presenting, observing and giving questionnaire were used to collect the data. The data were analyzed through analysis called discourse analysis and SPSS 18. The result of the study showed that there was significant negative correlation between level of anxiety and public speaking performance. It provided a result that although the participant was in low level anxiety then it didn't mean the participant then had a good public speaking, and vice versa. Next, the role of the systematic learning to influence the public speaking was contributing toward the score of the public speaking performance which the mean was 81 that was categorized good. This proved that the systematic learning approach provided good result for the participants' public speaking performance.*

**Keywords:** Level of Anxiety, Public Speaking Performance, Systematic Learning, Foreign Language, Speech, Presenting

## 1. Introduction

To begin with, being a good speaker without feeling the anxiety needs an appropriate learning process. Anxiety is a state of emotion in a present of future threat which nobody could escape from this. Then, anxiety about public speaking is a common fear in all activities of people. Many people feel some degrees of communication apprehension or fear in communication with some stressful and anxiety-producing experience. Moreover, public speaking anxiety covers a variety of feeling about speech making (Daly & Vangelisti, 1989).

However, Public Speaking Anxiety (PSA) is has been commonly experienced yet largely to misunderstood anxiety. Teaching the students about the distinct experience of PSA and multiple methods of managing this type of anxiety will not only help alleviate its experience in the classroom, but also give them the necessary skill to manage it outside of the classroom (Grewée & Seurer, 2013) and communication studies are defined as a "situation specific social anxiety that arises from the real for anticipating of an oral presentation" meanwhile, many researchers have identified three ways in which PSA is experienced by both speakers and audience members. Firstly, the physiological manifestation of Public Speaking Anxiety, cognitive responses or psychological anxiety and the last is behavioral manifestation of PSA.

Related to instructional communication research conducted to date, five general conclusions could certainly be drawn about the role that PSA plays in the classroom. The first is that PSA is a real and distinct social fear within the family of social anxieties. Differentiating PSA from other social anxieties or social phobias could help students understand why they may experience nervousness or other physiological and psychological effect in front of a classroom, but not necessarily in front of other groups of people in different context.

Secondly, PSA may be experienced as a trait-like or state-based anxiety. Students who begin feeling anxious about the idea of public speaking are considered to have trait-based public speaking anxiety. Students experiencing an increase or worsening of anxiety explicitly during a particular point in the public speaking process are considered to have state-based anxiety. These anxieties may occur independently or concurrently of and with one another (Bodie, 2010:72).

The next is that PSA could have both immediate and long-term negative effects on students' performance within the classroom. Students may find their performances fall short of audience, experience uncontrollable physiological effects, or find themselves completely unprepared (Daly, Vangelisti, & Weber, 1995:81). Furthermore, the students who experience high levels of PSA may exhibit avoidant communicative behavior in the future. Then, PSA could just manifest itself through various physiological, cognitive, and behavioral ways, so could it be treated. The last is that PSA

Volume 5 Issue 9, September 2016

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is not an anxiety to be cured, but managed. Though, the research has tended to focus on demonstrating the ability of the number of approaches in reducing PSA as mentioned, the approach aim for reduction in PSA rather than a complete elimination. In particular, due to some PSAs are experienced as situation specific state-based anxiety, it may manifest among even the most confident speakers.

An anxiety could sometimes resemble with phobia. This has a fear that is not conformity with danger. When nervousness appears regularly in public speaking, it tampers with one's life and whatever one wants to do. Observations have been made to the participants of International English Training IET of Cambridge English College Pare-Kediri East Java. Some respondents facing public speaking anxiety have stated their own feeling that they are worried of being embarrassed at anytime they speak in public. They think of afraid of making mistake and thus not being judged attractively to the extent that they may look stupid enough in front of other people. The participants, in their opinion, said that they get upset because of their feeling that all audience attention is placed on them. Some may not feel interested in the speech. This fear of unfavorable assessment by the audience more likely increases their public speaking anxiety.

By these problems faced by the learners, an approach called systematic learning process was expected to give big contribution to overcome the problems so that they can have good capacity to speak in public well. This model is drawn by having ten relevant steps. As follows; identifying the learning purpose, performing learning analysis, identifying characteristic and behavior input, writing effort purpose, system based test, developing learning strategy, developing and selecting learning, designing and performing formative assessment, designing and performing summative assessment, and screening learning program.

Hence, the purposes of the study were to elaborate the relationship between level of anxiety and public speaking within generalize-context: speech and presenting and to find out the role of Systematic Learning in influencing PSA of students in Foreign Language (FL) of speaking and speech. In this study public speaking anxiety refers to generalized-context anxiety toward delivering speech and presenting case in front of audiences.

## 2. Review of Literature

### 2.1 Systematic learning

Frisen, Kaye, and Associates (2011) assumed that the Systematic Learning Process (SLP) is the essence of lesson design. Consistent use of this simple formula sets learners up for success by ensuring that they acquire the skill and knowledge that is being presented. Regardless of the presentation method and supporting media being used, effective instruction includes all the components shown in the diagram below.

### 2.2 Systematic Learning Process

#### *Presentation*

##### **Motivation**

The first component of Presentation is Motivation. It has two stages: Initially, the initial motivation needs to identify the value and relevance of the learning to the learner(s). It should answer their question "What's in it for me?" (WIIFM). The second is ongoing, the motivation is maintained to keep the learners interested and actively participating throughout the learning. It often builds on the initial WIIFM.

##### **Information transfer**

This is the second component of presentation. New facts, information, procedures, skills, etc. are introduced and explained to the learners. Presentation methods frequently used include: lecture, demonstration, discovery, discussion, field trip, group presentation, individual presentation, interview, reading, various forms of self-instruction, tutorial. Test for understanding (TFU)

The final component of presentation is often integrated with the information transfer in order to keep learners actively participate and to ensure that they are actually learning the information. Verifying the learning is occurring which is accomplished by the instructor asking questions related to the content just covered or through short activities.

##### **Public Speaking**

Slagell and Amy (2012) argued that public speaking refers to the communication practice of a speaker sharing ideas with an audience primarily through speech. The term encompasses a great many communication contexts, including events as different as delivering an oral report on company profits to a closed meeting of a board of trustees, addressing millions of listeners around the globe during a U.S. presidential inauguration ceremony, and giving a toast at a wedding. The fundamental notion underlying public speaking as a form of communication is that it is an embodied and oral act.

However, public speaking has evolved as a form of communication, and it overlaps couple of types of communication discussed in this handbook. Individuals engaged in the specific tasks of interviewing, deliberating, debating, mediating conflict, demonstrating, or communicating with visuals are likely to engage in public speaking as well. This chapter, therefore, will focus on the fundamental concepts of public speaking as a type of communication.

In addition, Public speaking is a radically situated communicative act. Delivered to a particular audience at a particular time in a particular space, speeches have been recognized as among the most transitory of the arts. Prior to the invention of recording technologies, a speech might persist as a written text, but that text represented a mere shadow of the experience of the speech as delivered. Though, a speech could now be experienced as an extended life span through recording. It remains, in the nature of

public speaking, fundamentally linked to the context that called it into being, what Lloyd Bitzer (1968) called the rhetorical situation.

Nonetheless, the listeners around the world continue to view Martin Luther King's "I Have a Dream" address, their understanding of the speech and the meanings they construct are not identical to those constructed by the listeners at the march or by people watching television coverage of the event. On the one hand, some meanings of the speech persist over time and are shared by the millions of listeners who experience the speech today through various channels and in many different contexts, each listener lends his or her own life experiences and interpretive lenses to the meaning making process. When listeners have the opportunity to add a deep understanding of the historical context within which the speech was given, their interpretive lenses change and new possible meanings of the text begin to emerge. Context persists as one of the most powerful influences on the public communication process, and our understanding of its significance continues to evolve.

### **Anxiety**

Anxiety in viewpoint of Robert M. Arkin and Lana Rucks in Wegner (2001) is generally regarded as having a set of component parts that include cognitive functioning, physiological, emotional, and behavioral facets. One cognitive component is the expectation of uncertain danger, of course. Anxiety also uses up attention capacity. One consequence is that people with high test anxiety or high social anxiety become less efficient in their behavior, once anxiety is aroused, and their attention is divided.

In summary, anxiety is often distinguished in terms of its state or trait nature. State anxiety is a transitory unpleasant emotional arousal stemming from a cognitive appraisal of a threat of some type. Trait anxiety is a stable, personality quality (stable individual difference) in the tendency to respond to threat with state anxiety. One common inventory to identify anxiety is the State-Trait Anxiety Inventory (Charles Spielberg and colleagues); research has also distinguished between a worry (i.e., cognitive) component of anxiety and an emotionality (i.e., arousal) component of anxiety.

### **3. Public Speaking Anxiety**

The definition of public speaking anxiety can be gained from the definition public speaking itself and anxiety. The first is that Arina Nikitina (2011), defines public speaking is a process, an act and an art of making a speech before an audience. Absolutely, everyone from the age of ten to ninety has found themselves in situations where they have had to speak publically. However, telling an anecdote at a corporate party, introducing ourselves in class or delivering a paper at a conference does not necessarily make us a public speaker.

Afterwards, Robert M. Arkin and Lana Rucks then define anxiety is generally regarded as having a set of component parts that include cognitive functioning, physiological, emotional, and behavioral facets. The researcher assumes that public speaking anxiety is the set of functioning,

physiological, emotional, and behavioral facets through speaking publically. The facets here are the problem encountered by the public speaker such as feeling nervous and stage fright.

#### **3.1 Types of public speaking anxiety**

There are four types of public speaking anxiety or communication apprehension (www.arxiv, 2004:21):

##### **Trait-like anxiety**

Trait-like anxiety is anxiety experienced in most situations where speaker communicates with others. It could be in one on one, conversations, and interviews, small groups, in public or in almost every situation, but not with family members or several close friends.

##### **Generalized-context anxiety**

Generalized-context anxiety is that every time, an individual is in particular context. The people who experienced this type may feel anxiety in some settings but no in the others. For instance, a speaker could be anxious in public speaking context, but not in meeting or discussion context.

##### **Person-group anxiety**

Person-group anxiety is an enduring if orientation toward communication with a given person or group of people. Someone may feel this anxiety whenever he speaks to professors at college, supervisors, or particularly acquaintance. Most people feel apprehensive of talking with specific person or group.

##### **Situational anxiety**

Situational anxiety is an emotional response of anxiety when interacting with other person in the given time. It is usually in a short duration, when time is over, the anxiety disappears too. It occurs, for example, when a person faces an oral exam or job interview. When the interview is done, the individual will not feel any anxiety again. Only one source is put in this type of PSA.

### **4. Method**

The research design of this study was certainly mixed method, applying quantitative and qualitative method. The subject of this research is the participants of International English Training (IET) of Cambridge English College (CEC) Pare-Kediri East Java, Indonesia with their public speaking anxiety. The sample of this study was organized by using purposive sampling technique.

This study took place in East Java. The researcher observed and collected the data from the participants of International English Training (IET) as the population held by Cambridge English College (CEC) in Pare-Kediri, East Java with sample 135 respondents.

The data will be collected by: (1) observation: the data will be written down on a observation book, (2) recording: most data will be obtained by recording the original speech of learners, (3) questionnaire: the data will be measured by the learners' feeling by open-ended questionnaire given, (4) interview: the data will be reported by asking some

questions for getting some information about the benefit of SL to tackle learners' anxiety to speak.

The data will be administered from the observation, recordings, and questionnaire as well as interview. Then, they were put into an analysis called discourse analysis. The discourse analysis technique of this study was run to identify the English students' public speaking. Next is to clarify the English students' public speaking in terms of anxiety. Then, identify the correlation between level of anxiety and public speaking performance. Afterwards, it is to determine the role of systematic learning in students' public speaking anxiety. Subsequently, it is tabulating the data of the role of systematic learning within influencing the students' public speaking anxiety. Final step is to put the explanation of the data through the questionnaire and recordings descriptively.

## 5. Result and Discussion

To know the interconnection between anxiety and public speaking in foreign language, Pearson Product Moment Correlation was applied by using SPSS analysis.

**Table 1:** Correlations between Level of Anxiety and Speech Performance

		Level of Anxiety	Public Speaking Performance
Level of Anxiety	Pearson Correlation	1	-.226**
	Sig. (2-tailed)		0.009
	N	135	135
Public Speaking Performance	Pearson Correlation	-.226**	1
	Sig. (2-tailed)	0.009	
	N	135	135

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 1 above showed that a negative correlation exists between level of anxiety and public speaking performance ( $r = -.226$ ). The correlation is significant if sig is  $< 0.01$ , while the sig. (2-tailed) is  $0.009 < 0.01$ . It illustrated that the negative correlation is significant. Both illustrations found out significant negative correlation between level of anxiety and public speaking performance. In other words, the lower level anxiety does not mean the better public speaking performance the participants have.

**Table 2:** Means of SL for Speech Performance

	N	Range	Min	Max	Mean	Std. Deviation	Variance
SL for Speech Performance	135	30.00	65.00	95.00	81.5852	8.18935	67.065
Valid N (listwise)	135						

Descriptive statistics were measured to find out the role of systematic learning approach (SLA) in influencing PSA of students' Foreign Language. Table 2 above reported the overall mean score, minimum, maximum, and the standard deviation of the participants' score of public speaking performance. The participants of the study were 135, the different score (range) between maximum and minimum score is 30. The minimum score was 65 and maximum score was 95. As seen in table 2, the mean score indicated that the

participants' public speaking performance were 81.5852 which was categorized good. Based on the table, it was identified that the role of systematic learning to public speaking performance was contributing to foster the capability to speak in delivering speech and presentation.

## 6. Conclusion

There was a significant negative correlation between level of anxiety and public speaking performance. Anxiety did not need to be left out or reduced. It required an approach to control psychological aspect when speaking in public, so that person's level of anxiety did not become obstacle for speaking in public in various context.

It is beneficial to provide a training to create a professional speaker in any level of public speaking. As a result, systematic learning approach was effective to foster participants' public speaking performance in foreign language.

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