

**LEVEL OF PUBLIC SPEAKING ANXIETY AND COPING STRATEGY USED
BY ENGLISH DEBATERS AT UNIT KEGIATAN BAHASA ASING IN
DEALING WITH ENGLISH DEBATE**

THESIS

*Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of
Education (B. Ed) in English Language Education Program*



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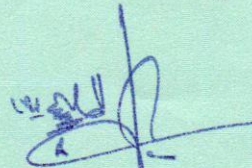
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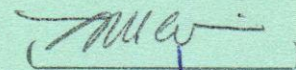
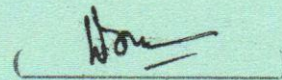
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ABSTRAK

Hidayoza, Prima. 2019. "Level of Public Speaking Anxiety and Coping Strategy Used by English Debaters at Unit Kegiatan Bahasa Asing in Dealing with English Debate". *Skripsi*. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui tingkat kecemasan berbicara di depan umum, tipe strategi yang digunakan, dan korelasi antara berbicara di depan umum dengan tipe strategy oleh pendebat Bahasa Inggris di Unit Kegiatan Bahasa Asing pada Debat Bahasa Inggris. 24 pendebat Bahasa Inggris dari Jurusan Bahasa dan Sastra Inggris dipilih sebagai responden dari penelitian ini. Penelitian ini merupakan penelitian deskriptif-kuantitatif. Data didapatkan dengan membagikan 2 jenis kuisioner. Kuisioner pertama yaitu *PRPSA* (Personal Report of Public Speaking Anxiety) dari McCroskey (1970), adalah laporan personal yang digunakan untuk mengukur level kecemasan subjek penelitian. Kuisioner kedua yaitu *Coping Strategy* dari Kondo dan Yang (2004), digunakan untuk mengetahui strategi dalam menghadapi kecemasan berbicara di depan umum terhadap subjek penelitian. Penelitian ini menemukan bahwa subjek penelitian mengalami kecemasan berbicara di depan umum pada debat Bahasa Inggris dalam tingkat menengah, dengan tipe *peer seeking*, *preparation*, dan *positive thinking* sebagai tipe strategi yang paling banyak digunakan. Dari penelitian ini juga diketahui bahwa tidak adanya korelasi antara tingkat kecemasan berbicara di depan umum dalam debat Bahasa Inggris dengan tipe strategi yang digunakan. Namun jika dibandingkan dengan masing-masing strategi ditemukan bahwa *peer seeking* yang memiliki korelasi dan hubungan negative dengan level kecemasan berbicara di depan umum.

Kata kunci: Level berbicara di depan umum, tipe strategi menghadapi kecemasan, debat Bahasa Inggris.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

It is known that learners experience fear of foreign language speaking. In EFL context, speaking can trigger anxiety producing experience (Young, 1990). According to Horwitz et al., (1986: 126) speaking is found as the most common worry among language learners. One of the reasons is because most of EFL learners are passive learners, and they are shy to communicate in real communication (Marcelino, 2005; Iman, 2017). According to Worde (1998, in Mahmoodzadeh: 2012), in a language classroom, more than one half of language learners experience some types of anxiety. It is therefore true that foreign language speaking arises speaking anxiety.

The terms of speaking anxiety (SA) is commonly connected to language anxiety followed with the feeling of fear and apprehension in relation to language learner's speaking performance (Yami, 2015). In addition, public speaking anxiety (PSA) is common among college students, and it is also encountered by public speakers (Kirkwood and Melton, 2002; Raja, 2017). Similar to speaking anxiety, public speaking anxiety is defined as inconvenience emotions in front of audience with the state of thinking something threatening during performance (Jangir and Govinda, 2017).

Broadly speaking, research about speaking anxiety has been investigated by scholars since the mid 1930's (Rossi and Seiler, 1989). For public speaking, McCroskey (1982) has developed Personal Report of Communication Apprehension (PRCA-24) to

measure communication apprehension in public speaking anxiety. Also, Horwitz, et al., (1986) has introduced the Foreign Language Classroom Anxiety Scale (FLCAS) to measure level of anxiety in language classroom, including communication apprehension, test anxiety, and fear of negative evaluation. These are commonly used to identify and determine foreign language anxiety level for language learners.

The investigations of foreign language speaking anxiety is generally concerned about level of speaking anxiety, coping strategy, type of anxiety, factor of anxiety, and effect of speaking anxiety, whereas public speaking anxiety mostly concerns in term of speech, oral presentation, debate, and public speaking in general. According to Gardener and McIntery (1993), anxiety among learners appear because of underestimating their language proficiency. Alsowat (2016) also investigates that English language learners from Taif University, Saudi Arabia, have moderate level of speaking anxiety, and it is caused of worrying to be failed, forgetting during speaking, and feeling uncomfortable during language test. In addition, Burnley et al., (1993, in Jangir and Govinda: 2017) states that, “Approximately 85 percent of the general population report experiencing some level of anxiety about speaking in public”. Individual experiences public speaking anxiety can impact on oral presentation performance and how that performance is evaluated.

In Indonesia, research about foreign language anxiety (FLA) in speaking is also investigated by many scholars. According to Anandari (2015) English language education learners, taking public speaking course in Sanata Dharma University, have a high level of anxiety to speak in front of audience. Interestingly, self-reflection

activities can help them to realize strength, shortcomings and problem solving in enhancing public speaking performance and confidence. Also, Djafri and Wimbari (2017) examine the foreign language anxiety experienced by undergraduate learners who are studying English, French, Japanese, Korean, and Arabic in Gadjah Mada University. In fact, Japanese learners have the highest level of anxiety followed by Arabic, French, Korean, and English learners. All in all, learners in Indonesia still experience foreign language speaking anxiety.

In addition, public speaking anxiety deals with communication apprehension (CA). Apprehension refers to a particular situation where the second or foreign language in which the speaker is not fully competent is used in public speaking (Gardner and MacIntyre, 1994; Gaibani and Elminfi; 2014). Horwitz, et al (1986) state that communication apprehension is divided into 2 categories: oral communication in which the speaker can have stage fright or have difficulty speaking in group, and receiver anxiety in which the speaker has difficulty in listening, learning or spoken language. McCroskey (1982)

Within the field of research itself, people who feel anxious when speaking in public tend to avoid situations where they have to perform, but when they encounter such situations, they suffer intense stress and anxiety. To respond this issue, McCroskey (1982) developed the Personal Report of Public Speaking (PRPSA) with 34 statements, called as PRPSA-34. This scale aims to measure individual public speaking anxiety in any public speaking platforms. Thus, the problem of feeling anxiety when speaking in public can be identify and encounter with this scale.

Moreover, strategy to cope public speaking anxiety is very important for learners since public speaking anxiety become the real problem in foreign language speaking. More specifically, helping learners cope with their public speaking anxiety remains an understanding to public speaking. By knowing a proper strategy to reduce anxiety can help learners to identify their mistake and reduce feeling of fear toward public speaking. Therefore, public speaking ability in any context (speech, oral presentation, debate, etc) will steadily improve when learners have effort to use coping strategy.

There are some viewpoints to be considered in dealing with coping strategy of foreign language anxiety. According to Yasuda and Nabei (2018) coping strategy should be focus in actual situation. Public speaking anxiety as a specific situation anxiety should should employ a specific coping strategy to deal with. Similar to English debate as the one of public speaking platform, debater requires specific coping strategy related to debate. Even tough there are many strategies exist, in fact, not all strategy can be applied in English debate. Kondo and Yang (2004) developed coping strategy related to affective, cognitive and behavioural of learners. The coping strategy consists of 5 strategies: preparation, relaxation, positive thinking, peer seeking, and resignation.

English debating community at Unit Kegiatan Bahasa Asing, a legal community at Universitas Negeri Padang, actively participated in English debate competition either national and international involvement. Unfortunately, based on preliminary observation, it was found that English debaters obtained stress and tension during debate which affected achievement in English debate competition. This situation leads

to lack strategy to deal with anxiety when attending practice or competition. In sum, debaters at Unit Kegiatan Bahasa Asing should understand their level of anxiety in English debate and know the proper strategy to use when dealing with English debate.

Considering the impact of public speaking, specifically in English debate, in personal communication, academic and carrier, as well as the importance of coping strategy to reduce public speaking anxiety, language experts have done various studies to explore this issue. The number of studies in public speaking anxiety (PSA) is abundant, however study related to level and coping strategy of public speaking anxiety, particularly in English debate, is only few. The current study in public speaking anxiety (PSA) shows that ESL debaters aged sixteen, male and female, still experience public speaking anxiety in debating. Anthony, et al., (2017) finds that female debaters experienced higher anxiety than their male counterpart, and learners with low critical thinking level in debate experienced the highest anxiety level compared to with those who were moderate or had high critical thinking level. Thus, foreign language speaking anxiety (FLSA) is still problem among English language learners. All in all, based on this consideration, this study is an attempt to bridge the gap and investigate level of public speaking anxiety and coping strategy by English department debaters at Universitas Negeri Padang.

B. Identification of the Problem

Anxiety in speaking skill is the most common problem appear in English language in comparison to other skills. More specifically, speaking anxiety exists not only in academic area, but also in public speaking. In fact, learners who suffer from

public speaking anxiety address themselves as the focus of public attention, and they experience emotion like fear and anxiety during speaking. It hampers learners to engage in communication among people and learners' participation in spoken activities in public speaking. Thus, it is important for learners consciously realize that anxiety will no longer a fear for them.

Previous study toward public speaking was identified and found that debaters still have anxiety before and after competition. It is very interesting to be researched how debaters of English language learners deal with, even tough they often involve in debate activities. Therefore, this research is limited to level of public speaking anxiety, coping strategy, and correlations between public speaking anxiety and coping strategy in English debate at Unit Kegiatan Bahasa Asing, Universitas Negeri Padang.

C. Limitation of the Problem

This research investigated level of public speaking anxiety, coping strategy as well as the correlation between PSA and coping strategy from 1st to 4th year English debate competition experienced by English department debaters at Unit Kegiatan Bahasa Asing Universitas Negeri Padang. In addition, the reasons behind this research are:

1. Member of Unit Kegiatan Bahasa Asing are dominantly from English department. They have experienced English debate competition. It implied that background as English language learners can help them to deal with English debate. Even tough English debaters at UKBA are mostly from English department, it was found that some of them are given up and resigned

because of a) un-readiness to adapt with English debate life, b) the competitiveness among debaters.

2. Not only beginners, but also debaters who have experienced a lot in English debate still experience public speaking anxiety. As matter of fact, they sometimes failed to grab a champion in English debate competition.
3. The researcher has access to conduct the research based on the prior knowledge of researcher toward English debate and to speaking anxiety.

D. Research Questions

Based on the research problem mentioned, the research questions are formulated as follow:

1. What is the level of anxiety by English language debaters UKBA?
2. What is the type of coping strategy used by English language debaters UKBA-UNP?
3. What is the correlation between level of public speaking anxiety and coping strategy used by English language debaters UKBA?

E. Purpose of the Research

This research aims:

1. To find out level of anxiety among English language debaters
2. To find out type of coping strategy used of English language debaters.
3. To find out correlation between level of PSA and coping strategy.

F. Significance of the Research

Basically, this research is useful for English department learners in public speaking skill. First, it investigates level of PSA, type of coping strategy, and correlation between level of PSA and coping strategy used by English language debaters at Universitas Negeri Padang. Practically, this study gives knowledge and information about the numerous types of coping strategy that can be used in English debate to reduce public speaking anxiety. Second, this research can be a guided for either debate coach or debater in assessing and evaluating speaking and arguments. Moreover, this research is useful for teachers in academic area as the learning approach to reduce speaking anxiety in term of speaking skill in teaching English or public speaking course. Lastly, as a part of English language debaters, this research helps students who are majoring English education program, and to find out the coping strategy in speaking anxiety. It would be easier for English learners a) to participate in classroom, b) to give impact to academic task related to speech and presentation during teaching and learning process.

G. Definitions of Key Terms

1. Level of public speaking anxiety: a scale of individual when conducting public speaking anxiety.
2. Coping Strategy: a technique or manner to react stress and fear, aims at reducing anxiety.
3. Public speaking anxiety: the feeling of fear and scared followed with physical and emotional reactions when speaking in front of public.

4. English debate: one of public speaking platforms consist of pros and cons teams to discuss a motion.
5. Debater: a speaker in English debate participated in delivering and defending arguments.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study investigated level of public speaking anxiety, coping strategy, and correlation between level of PSA and coping strategy which is adjusted to respondents' background in English debate. The result revealed that English department debaters, Unit Kegiatan Bahasa Asing, Universitas Negeri Padang experienced moderate level of public speaking anxiety. Also, it was found that peer seeking as most used, and followed with preparation, positive thinking, relaxation, and resignation. Lastly, it showed that the only coping strategy correlated was peer seeking. If it was compared to the whole coping strategy, there was no correlation between level of PSA and coping strategy used by English department debaters, Unit Kegiatan Bahasa Asing, Universitas Negeri Padang.

B. Suggestions

Based on the conclusions above, some suggestions are proposed for the future research. It is suggested to conduct the interview to know the exact factors and causes that influence level of public speaking in English debate. The interview is used to identify problems of English debaters respectively in public speaking. Additionally, coach and trainer can provide appropriate coping strategy based on the result from interview.

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