

# Students' Perception Toward the Implementation of Speech Training

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**Abstract** – Speech anxiety becomes one of the obstacles for the students to enhance their speaking competence. The students felt afraid of speaking in public because the students were apprehension to make mistakes, gain negative evaluation and less preparation in giving speech. Thus, this study was designed to know students' perception toward the implementation of speech training in improving students' speaking competence and reducing speech anxiety. This study used descriptive qualitative. The population of this study is fourth semester students in academic year of 2015/2016 of English Department in one of the private universities at Kendari. The number of the students was 38. The instruments of this study were anxiety test, observation checklist, interview guideline and note taking. The data were analyzed qualitatively. The findings of this study were the students had positive response or attitude to the implementation of Speech Training. Based on the interview and observation guideline, the students were enthusiastic in joining speech training and they feel better in giving speech in front of many people. Besides, most of the students were not anxious anymore, even though some students were still awkward in giving speech. Thus, the students assume that speech training could alleviate their speech anxiety and improve their speaking competence.

**Keywords** – Anxiety, Students' Perception, Speech Training, Speaking Competence.

## I. INTRODUCTION

Speech or public speaking is an activity which provokes the anxiety for foreign and second language education (Marzec-Stawarska, 2015). The students who speak in front of peers and teachers may increase the feeling of nervousness and stress. These feelings may obstacle the development of language proficiency (Peng, 2014 and Piechurska-Kuciel, 2011). According to Nippold, et al. (2005), the students who have weak competence in speaking have big problems to speak in front of many audiences. It is because the students do not have insufficient vocabulary, mispronunciation of English words, nothing to say, grammatical mistakes, inappropriate intonation, fear and inadequate knowledge and preparation and time allotment. Scott & Windsor (2000) said that the students either poor or competent speakers are anxious in doing speech because the students are afraid of forgetting what have been learnt. It is supported by James McCroskey's personal report who found that 90% of the college students experienced moderate to high levels of speech anxiety and the data was gained from several thousand of college students. It is in line with Javid (2014) and Asmari (2015) who conducted the research on measuring the levels of anxiety and the result showed that the students of university suffered medium to high levels of anxiety in public speaking.

Anxiety is one of the factors which influences the students in doing speech. Horwitz (2001) stated that anxiety is the fear of the students to speak in front of many people which happens in foreign language classrooms. Besides, Tanveer (2007) states: "feelings of anxiety, reticence, apprehension and nervousness are commonly expressed by foreign language learners in learning foreign languages" (p. 3). The largest portion of anxiety in a foreign language classroom belongs to "speaking" FL (Zerey, 2008; Gai and Yang, 2010; Galante, 2012). Osborn and Osborn (2014) said that communication with teachers and performing in front of a class are the major contributors to language anxiety in speaking classes. Specifically, giving oral presentations or speech, role-play in front of class, contribution to formal discussions, answering teacher questions, informally speaking teachers were reported as major reasons for learner in-class anxiety. Speaking anxiety can be caused by several factors. Those factors are negative evaluation, self-concept, classroom situation, gender, and culture. Several researchers (Gaibani, Ahmed and Elmenfi, 2014; Nazir, et al. 2014; Mahmoodzadeh, Masoud, 2012; Tseng, 2012; Awan et al, 2010) found that several factors which influenced the speaking anxiety are self-concept, communication apprehension, negative evaluation, gender, lack of confidence, knowledge skills, unpreparedness, worrying about being understood or not, shyness and native speaker effect.

The students' problem is not only speaking anxiety, but also speaking competence. Ur (2012:121) stated that students' problems in speaking are inhabitation, nothing to say, low participation and mother tongue use. Meanwhile, Notion and Newton (2009:76) emphasize on fossilized pronunciation which occurs to the students. According to Jhonson, Jhonson & Smith (2006), two factors that effect on speaking competence are lack of knowledge skills and self-factors. Lack of knowledge skills consists of grammatical ability, vocabulary, pronunciation, and oral practicing, while self-factors involve students' condition like guilt, fear, worry, anxiety, and poor idea. Some previous research have found that foreign language anxiety among EFL learners has been singled out as a major factor that impede the process of language learning and significantly hinders English language proficiency (Liu & Huang, 2011 and Olivares-Cuhat, 2010). Thus, this speaking anxiety is also related to the students' academic achievement or performance.

Speaking problems explained by the experts similarly happen when the researcher conducted interview to the lecturers and several students. The researcher found that the students were anxious in speaking or doing speech in front of the classroom because of lack of preparation,

knowledge skill, negative evaluation from the teacher or lecturer and the classmates. The students also made mistakes in terms of vocabulary, grammar, pronunciation and mother tongue use. They are difficult to get good or appropriate idea of speech. These problems can be solved by giving appropriate techniques or methods. Several studies conducted the research on how to overcome anxiety, but it is only general, such as preparation, discussion, drama, role play and jigsaw (Lin et al, 2014;; Humphrie. 2011). Four techniques or methods which can be applied to overcome speaking competence and speaking anxiety problems are cognitive, behavioral, cognitive-behavioral and skill deficit (Jones and Petruzi, 1995; Onwoegbuzie and Dalay, 1996; Sanghvi, 1995; Sud and Prabha, 1996). Speech training is one of behavioral approaches which aimed to improve the students' speaking competence and minimize students' speaking anxiety in delivering speech. By joining this training, the students are expected to cope with the students' speaking competence and anxiety (Varderber, Sellnow, and Varderber, 2012).

## II. METHOD

This study was conducted in one of the private universities at Kendari. The research consists of sixteen meetings which started in March until July 2016. The lecturers taught speaking IV in once a week This study used descriptive qualitative. The population of this study was the fourth semester students of English Departement in one of the universities at Kendari. The sample was class A which consisted of twenty eight students. The instruments of this study were speech anxiety test, observation checklist and interview guideline. Those instruments was validated by experts. The data were analyzed qualitatively. The qualitative data were analyzed by using thematic analysis which could be used to identify, analyze and pattern within qualitative data in detail based on in dept interview and observation sheet (Braun and Clarke, 2006:6). Heighem and Robert (2009: 140) stated that thematic analysis was suitable to analyze the qualitative data from interview and observation. The thematic analysis compriis six stages: familiarising with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the reports.

## III. FINDINGS AND DISCUSSION

### Findings

#### *Students' Perception Toward the Implementation of Speech Training*

The Students had joined Speech Training in one semester. The students got improvement in terms of their speaking competence. The students feel better after joining the speech training. Three students were interviewed to know their opinion or perception related to the implementation of Speech Training. The transcription of the students interview was seen in sample 1 as follows.

*Researcher* : Okay What do you think about the speech training that your lecturer implemented in speaking class?

*Student 1* : Well, in my mind, it is not bad sir and it is useful for me and my friends in improving our speaking competence and decreasing our speech anxiety. From the training, we can learn all about things in doing speech from opening until closing of the speech. Hmmm I also think that this training makes me knowledgeable and eeee better in speaking. To be honest, this is the first time I saw the training like this and it is so impressing me to be involved in this activity. Eeeee I am very excited sir. I and my friends enjoyed this activity.

*Student 2* : I think it is usual sir, it can also be useful for us to improve our speaking and decrease my anxiety. And eeeeeeee I can also identify my problems in speaking. That is good to find out the solution of my problems and my friends and I can help each other to be better in speaking

*Student 3* : It is good sir because we can know our problems and we can be lead to solve our problems by ourselves. It is good I think. Besides, in this training, we got much information how write speech, how to speech from the beginning of speech until the end of speech.

Based on the students' interview, every student has different way in delivering their ideas related to the implementation of Speech Training, but Speech Training can improve their speaking competence and decrease their anxiety. Student 1 and 2 said that this speech training was not bad and usual, but student 3 said that this speech training is good. However, three students commented that the Speech Training is useful for them to identify their problems and solve their problems related to the speaking itself. Moreover, this training gave much knowledge for the student about how to open, deliver, close the speech, fluency and accuracy in conveying speech in front of many people. Furthermore, the interview transcript about the students' opinion about their speaking competence can be seen in sample 2 as follows.

*Researcher* : How is your speaking competence before and after the implementation of the speech training?

*Student 1* : Sure, after the training, I experienced good speaking and my developemnt in speaking is getting faster because in training, a lot of things I learn about speech itself and how to deliver the speech fluently and accurately and of course, it must be interesting. So, I think, my pronunciation is also better than before and other things

*Student 2 : of course my speaking is getting progress. I am happy to see my improvement but I am not satisfied with this condition. I will again aaaaaa and again to enhance my speaking so I can be like native speaker*

*Student 3 : well I think hm I think my speaking is good sir from before because i can see that i can be better in pronunciation and grammar even though it is not as perfect as native speaker. This is good news for me and motivate me to learn speaking and increase my ability*

Based on the interview in sample 8, it indicates that the students got improvement in terms of speaking competence because the students can reduce their mistakes in speaking, such as grammar, pronunciation, vocabulary, and other components in speaking. The students also feel happy to join the speech training because Speech Training with ABC Model Technique can enhance their speaking ability.

Speech training does not only improve the students speaking competence, but also alleviate the students' speech anxiety because the students are prepared to be ready in giving speech in front of many people. The students felt that their anxiety level become lower than before. Several students were interviewed by the researcher to confirm that whether their anxiety was getting lower or not after getting treatment from the lecturer. The interviews transcript can be seen in sample 3 as follows:

*Researcher : Does the technique reduce your anxiety and your speaking competence problem?*

*Student 1 : Of course, now i am brave to speak in front of you all. Sometimes in the classroom I raise my hand voluntarily to speak or to express my idea in front of my friends.*

*Student 2 : Yes it does, it reduces my anxiety when I give speech in front of my friends. And now even my friends laughed me during speech, I don't care about it.*

*Student 3 : Yes sir. It helps me to reduce eeeee my anxiety and my speaking problems*

Based on the interview in sample 3, the student 1, 2 and 3 have the same response related to their anxiety. Student 1, 2 and 3 thought that Speech Training with Systematic Desensitization Technique reduced anxiety and improve speaking competence. The students were brave to speak in front of many friends. Thus, Speech Training does not only improve speaking competence, but also alleviate the students speech anxiety.

Beside interview, the students observation sheet also showed that the students were enthusiastic and less anxiety after joining the Speech Training with Speech Training with ABC Model Technique. Then, the students did discussion, shared ide, interacted to others and practiced their speech. The part of observation ceklist can be seen in figure 1, but for more details, the observation checklist can be seen in appendix 1.

		practice speech						and talk less
		Ask a question to the teacher related to the explanation about the anxiety reduction and speaking competence improvement				✓		Some students didn't ask the questions and just listen to lecturer and their friends
		Comment on teacher's explanation				✓		Several students did not comment on teacher's explanation
		Feeling brave in answering the question				✓		Some students feel anxious in speaking
		Using body language appropriately				✓		Some students still awkward in using their body language
3	Nature of task or activity	Do the task in speech training either individual or group work					✓	
		Take note about the teacher explanation				✓		Some students do not take note
4	Concluding	Summarize the important parts from speech training				✓		Some students did not summarize
		Conclude the				✓		Some students

Fig. 1. Students Observation Checklist for Class A

Based on the figure 1, it can be seen that the students got improvement in terms of their anxiety level. After joining speech training, several students were still anxious in speaking, several students just listened to the lecturer, but it is fewer than before. Besides, not all the students sum up, conclude and comment on lecturer's explanation. Some students were still awkward in using their body language. However, all the students practiced their speech either in group or individual. Overall, the students can join the training well and decrease their anxiety.

In short, after knowing the students perception to the implementation of Speech Training, it can be said that speech training in every class got good response from the students because it is very useful for developing their speaking competence and reduce their anxiety.

#### IV. DISCUSSION

The lecturer had implemented Speech Training in the fourth semester students of Universitas Muhammadiyah Kendari. The students followed the training and implemented their knowledge while giving speech in front of their friends. The students were enthusiastic in joining this training. Thus, the students have been observed and interviewed by the researcher in order to know their response toward the implmentation of Speech Training With Video Modeling Technique.

Based on interview and observation sheet which have been distributed to the students, the students had good response to Speech Training because this training inspires the students to be better speaker either in academic or non academic setting. Besides, Speech Training gave a model or example to the student how to open, deliver and close the speech. From this training, the students learnt elements of speaking, such as grammar, pronunciation, intonation, stress, gesture, eye contact and media usage.

Besides, modeling is recommended to be used in teaching and learning speaking (Spiegler & Guevremont, 2010:263-266). It is because Speech Training makes teaching and learning easier and more fun in the classroom. So, the students were enthusiastic in learning speaking or speech. Consequently, the students got improvement in terms of speaking competence.

Furthermore, Osborn & Osborn (2014) stated that in speech training, the students learnt techniques in delivering speech, such as manuscript, memorizing, impromptu and extemporaneous technique. Based on speech training, the students joined in the classroom, the students learnt those techniques and implemented the combination techniques in delivering speech. It is because this training prepares the students to be knowledgeable and better in giving speech.

In short, the students thought that Speech Training is good for them because it improved their speaking competence and enhanced their knowledge about speaking elements while giving speech. Thus, the students had positive response to the implementation of Speech Training.

## V. CONCLUSION

Based on the findings of this research, it can be concluded that the students had positive response toward the implementation of speech training. Consequently, the students could reduce their speech anxiety and feel braver in giving speech in front of many people. In addition, this research can be fruitful for other researchers who plan to do similar research but different in terms of psychological factor, such as autonomy, creativity, intelligence, self esteem, and etc.

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