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EFFECTIVENESS OF PUBLIC SPEAKING SKILL TRAINING IN REDUCING PUBLIC SPEAKING ANXIETY IN VOCATIONAL HIGH SCHOOL X

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Abstract

The number of Vocational students, especially in office administration majors who feel anxious when speaking in public, especially when making presentations. This is because the lack of students ability to speak in public makes students feel difficult while they are required to be able to speak in public when graduating because it will be placed in an office directly dealing with new people to speak in front of many people. So researchers are interested in using psychoeducation in improving student skills when speaking in public, especially in presentations. This study uses an experimental design with one group pre and post-test, with a total of 60 research subjects, majoring in office administration, in class XI who experience public speaking anxiety. The results of this study indicate that the provision of effective public speaking skills interventions to students of class Vocational High School X

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1. INTRODUCTION

Vocational High School X was established since 23 March 2009. Vocational High School X has 31 teaching staff including civil servants and honorary teachers, with 16 male and 15 female teachers respectively. Vocational High School X has 744 students, with 423 male students and 321 female students. The number of classes owned by Vocational High Schools X is 20 classes and has facilities and rooms for laboratories to libraries. Each class has a total of 30-34 students. Vocational High School X has its majors, including majors in Office Administration, MM and Computer and Network Engineering.

The office administration department has its special requirements because students will be required to have good and reliable qualifications to enter the workforce. Office administration work has the skills to deal with many people, especially dealing with new people and requires rapid adjustment to get a positive response from various parties. Therefore the teacher is required to provide teaching and training to students on how to speak well and correctly on how to make presentations in front of many people. The teacher is also demanded to be able to teach students how to make presentation slides to make themselves feel comfortable when speaking in front of many people.

But this is different from what happened at school. Students feel uncomfortable and feel insecure when in front of the class. Students feel anxious and nervous when in front of the class so that the lessons they memorize and learn beforehand do not remember what they will say. Apollo (Wahyuni, 2015) calls the anxiety of public speaking with the term reticence, namely the inability of individuals to develop conversations that are not caused by lack of knowledge but because of the inability to convey messages perfectly.

On the other hand, Office Administration students need graduation standards or UKK exams to be able to speak in public by using presentations, so the school expects students to solve these problems not only from the school but can start from the nearest environment such as parents. Parents are expected to be able to help the problems felt by their children.

This is a challenge for teachers and schools to complete the discussions at the school. Some of these things become one of the vision and mission in schools, which is to become a vocational education institution that can produce energy according to global standards. According to Utomo (2009), the purpose of the Vocational High School is to prepare, select and place prospective workers by labor market signs.

Following the opinion of Government Regulation No.24 of 1990 article 3 paragraph (2) it is stated that vocational schools aim to prepare students in fulfilling employment, prepare students to be able to have a career, and prepare graduates to become productive, adaptive, and normative citizens. This is intended for the ability of students to be able to solve the problems they have, including anxiety when speaking in public. Until it becomes the main focus to solve these problems because it has become the demands of students to do so in the world of work later.

Research conducted by Lestari (2018) to MA students is effective with a change in behavior resulting from the provision of public speaking training to reduce anxiety.

Based on the explanation above, there are many students who attend High school at X Vocational School who have anxiety problems when speaking in public. This is because many students are still lacking the knowledge of how to make a good presentation, how to speak well and correctly, to the consequences of the demands of success standards passing the subjects given by the teacher. The ability of children to make presentations is still lacking, making students feel insecure in front of the class. By providing public speaking skills training, the aim is to increase the ability or skills of vocational X students in conducting public speaking.

Vocational students in office administration are students who have been placed in such a way as to be promulgated when in the workforce. Based on Utomo (2009), the purpose of the Vocational High School is to prepare, select and place job candidates in accordance with labor market signs. However, based on events that occur Vocational students experience anxiety when doing public speaking, especially during

presentations. Students have difficulty when speaking in front of the class, students feel sick to their stomachs, sweating to forget what to say.

Apollo (Wahyuni, 2015) calls public speaking anxiety with the term reticence, namely the inability of individuals to develop conversations that are not caused by a lack of knowledge but because of an inability to convey messages perfectly, which is characterized by psychological and physiological reactions. Each symptom shown when experiencing anxiety speaks in public cannot stand alone, but each symptom is interconnected. Individuals who experience public speaking anxiety will experience symptoms on their psychological,

physiological and cognitive affect will all the symptoms are reciprocated with each other. With the lack of ability students have, they are given public speaking skills training.

This is as expressed by Dagher that there are 5 main elements in the process of speaking, namely: a) pronunciation, b) intonation, c) vocabulary, d) grammar and e) fluency of speech (Sukaryati, 2011). The purpose of this training is to be able to master speaking skills well, students need to be equipped with elements of language, including vocabulary, grammar, speech or pronunciation, intonation, and fluency.

2. METHODOLOGY

The population in this study is the office administration department, located in class XI who experiences public speaking anxiety. The independent variable in this study is training in public speaking skills, while the dependent variable in this study is public speaking anxiety. The sample collection technique used in this study was purposive sampling. According to Sugiyono (2013), purposive sampling is a data source sampling technique with certain considerations.

The research design used was a quasi-experimental design model with the One-Group Pretest-Posttest Design. This design is used because there is a pretest before it is given treatment so that the results of the treatment can be known more accurately because it can be compared with the situation before and after when given treatment. This design can be illustrated in table 1.

Table 1. One-Group Pretest-Posttest Design

Pretest	Perlakuan	Posttest
O1	X	O2

Information:

O1 = pretest value before being given treatment (treatment).

O2 = posttest value after receiving treatment (treatment).

X = Treatment by intervening through public speaking skills training

Measurements in this study use the public speaking anxiety scale compiled by Bartholomay & Houlihan (2016) and given to the sample at the time of the pretest and posttest. This scale contains 17 items using the Likert format with seven categories scored one to four. The response categories given are Very Suitable (SS), Suitable (S), Unsuitable (TS), Very Unsuitable (STS). This scale has a Cronbach Alpha coefficient of 0.755. The data analysis technique used in this study was to analyze data using normality tests, homogeneity tests, and paired sample t-test.

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This intervention by providing psychoeducation skills when doing public speaking, in this case, provides the ability to make presentations. This public speaking skills training is a series of activities aimed at providing ability or skills to vocational students.

This research was conducted in several stages of activities, as follows:

The first is to prepare the measuring instruments and modules, at this stage, the researcher prepares the measuring instruments and training modules. The measuring instrument uses a public speaking anxiety scale compiled by Bartholomay & Houlihan (2016). Second, prepare the trainer. The trainer is the person who will deliver the training material in several 2 sessions. Third, selecting the research participants, the research participants were netted directly to Vocational High School. Fourth, which is to take pretest data collection, preliminary data preparation is done before the training, which uses a public speaking anxiety scale. To find out the level of anxiety in public speaking before being given treatment. After doing the pretest, it's time to carry out training.

The training was conducted on the basis of psychoeducation based on presentation skills provided to the experimental group for two sessions. The training lasts 60 minutes for each session, which is divided into two days. The first day is given one initial training session, then the next day the last session. The first part before entering the session aims to condition the participants to be ready to take part in the training, namely by introducing and learning contracts. The first session aims to give orientation to students and to open the minds of students of class XI AP 2 that the importance of public speaking in the present and even later in the world of work. The second session aims to provide knowledge on how to make a good and correct presentation, and what must be done at the time of presentation so that students have the ability to present for class and in the world of work later.

At the end of the next intervention, a posttest was given. The second data retrieval is a posttest conducted after the training ends.

3. RESULTS AND DISCUSSION

Based on the results obtained from the evaluation of the implementation of learning through the pretest and posttest, it can be concluded that there are significant changes regarding public speaking anxiety experienced by students in Office Administration 2. Before students are given intervention in public speaking anxiety, students Administration Office 2 has an average of 49.32 found on a moderate to a high level. After being given an intervention, there are changes that affect student anxiety, with an average of 31.44. This shows the change in student anxiety to a low level.

Figure 1. Pretest Evaluation

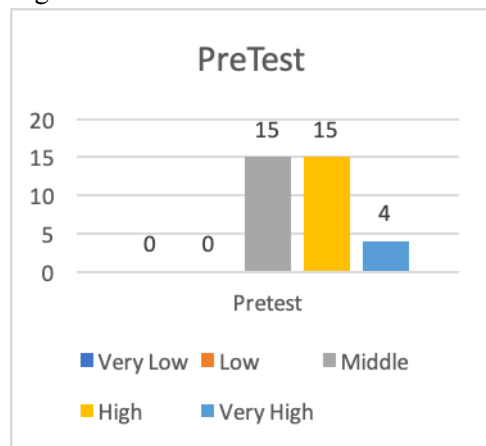
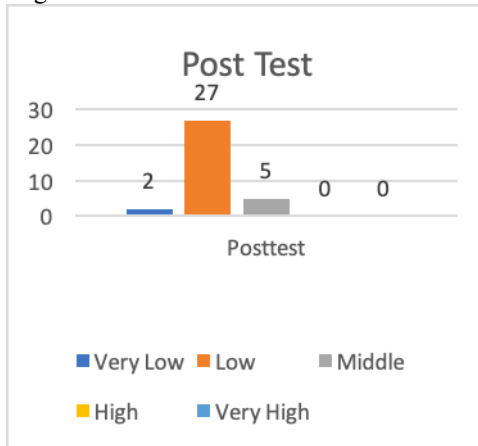


Figure 2. Posttest Evaluation



Based on the paired sample t-test, the significance value was 0,000 ($p < 0.01$). The results show differences of opinion discussed in public on AP 2 students before and given public speaking skills training. The results of this study discuss the research conducted by Lestari (2018) made from the training that was made in public.

The results of another study conducted by Pribyl (2001) to students who experience anxiety when making presentations. By doing public speaking skills training, students reduce the level of anxiety felt. Research Saputro (2006) to students in reducing anxiety is very effective. The provision of skills training is an intervention that can reduce anxiety for students who will make presentations. Research conducted by Girsang (2018) in improving the ability to speak in public students is provided with the ability and skills to do public speaking. As well as research conducted by Budiningsih (2012) conducted to experience learning facilitators (outbound) by providing public speaking training will increase knowledge about public communication to experience learning facilitators (outbound).

Decreased level of anxiety felt by students decreases because of getting the knowledge and techniques of public speaking. So students no longer feel the reticence as said by Apollo (Wahyuni, 2015) mentions the anxiety of speaking in public with the term reticence that is the inability of individuals to develop conversations that are not caused by lack of knowledge but because of the inability to convey messages perfectly.

4. CONCLUSION

Based on the results obtained from the interventions provided there are significant changes in students Office Administration 2 Vocational High Schools, after being given a public speaking skills training intervention

Therefore, it can be approved by the AP 2 Vocational High School. Based on the results of the interventions provided, the researchers provide advice for schools to continue to provide suggested training for other students with different classes. This can also be applied in the school environment or outside the school environment. This intervention is also expected to be carried out and not stop only with researchers.

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