PUBLIC SPEAKING FOR ISLAMIC HIGHER EDUCATION: EXPLORING STUDENTS' CONFIDENCE AND ANXIETY

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Abstract

Way of teaching is one of the successes to achieve the goal of learning for each semester especially for Islamic education Study Program. This research is aimed to explore the confidence and anxiety faced by students involving the Second semester students at Islamic Education Study Program of State Islamic Institute in Lampung province. The data was collected by applying open-ended questionnaire to the students of Islamic Education Study Program then analyzed it through descriptive qualitative. The findings of the study show that students are not really confident to have English performance in front of the audiences. They found it difficult to speak fluently because they do not use English in their daily life and they didn't have good preparation before having their public Speaking performance. Meanwhile, the lack of vocabularies mastery is also one of the causes why students are not confident. Furthermore level of volume and their pronunciation of their performance show that students are not really ready to show their best performance.

Keywords: Public Speaking, Islamic Higher Education, confidence, anxiety, Speech performance

1   INTRODUCTION

English is an International language which is needed by most of thousands people around the world to communicate. They perform it to their speaking individually or in a group by uttering and deliver what they want to say to the audience. The ideal performance of speaking is that speaker can perform it well with good English fluency. [1][2] In performing their speaking, so they will be succeed in having their performance.

In Islamic Higher Education, students are prepared to have more skills especially in having performance in front of audiences to deliver something beneficial about Islam through their speech but it seems humiliating so they are not really interested in having the performance [3]. The problems occur when they could not perform it well because of some reasons. They are not confident to speak in front of audience and having more anxiety during the performance. The reasons is also because the Generation Z or those born after 2000 are not really confident to speak in a large group and they are fear in having public speaking [4]. The anxiety may also come due to the development of technology that grows so fast to enable the young generation to voice everything about their through the social media they Have without having in person forum [5].

The public speaking here is focus on Islamic speech performance performed by the second semester students of Islamic Higher Education that deal with performance in front of the audiences to be focus not only to the content conveyed but also the style of words in conveying information, forming relationship with ourselves and the audiences, members of audiences with each other, and everyone as the total environments because when the speaker speaks one must be able to be communicative and manage every single process with keep in touch oral performance to get feedback from audiences [6]. Public speaking is to improve one's self confidence, subject matter, life skills, knowledge empowerment personal of sense in building relationship with others through face to-face talk. When speaking, the speaker will have movements, vocal tones of excitement or sadness, facial displays, and bodily tensions[7],[8]. To reach personal and professional success, the speakers need to master about how to perform and communicate clearly to enable audiences understand the content delivered [9].

Self-confidence is the self-appraisal of persons about their, competence, skill, and also ability to have effective performance[10]. It is about how good students deliver their speech in front of the audiences. It relates to students; individual belief in the ability to perform something different form other's

performance effectively in their structure, content, and delivery [11] [12]. There are four causes that will influence the confidence or self-efficacy; (1) Mastery experiences about the performance that include the students' successful and also failure in their performance; (2) Vicarious (or observing) experience from other's performance to give successful; (3) social persuasion that relates to encouragement and motivation from peers or adults, and (4) affective state that involve psychological aspects like the feeling of stress and anxiety about their performance [13].

The feeling of anxiety in communication is known as specific communication-based anxiety where psychological individual experiences occur especially for negative cognitions that can affect the performance such as phobia because or feeling to fear about something [14] [15]

2   METHODOLOGY

The Participants of this study are 104 Islamic Higher Education Students form Islamic Education Study Program of the second semester students who have performed the Speech in their public Speaking. The data was collected from the students' performance in delivering their speech. The students were also given questions about whether or not they like English and also the students' feeling when they perform their speech.

3   FINDING AND DISCUSSION

The open-ended data form 104 students were gained to reflect the students' confidence and anxiety in performing their public Speaking results into four aspects.

3.1   Mastery Experience

Mastery experience is the activity in getting the successful and failure to have good and maximum performance. The activity includes the mastery of material or topic delivered like Good preparation, having good and loud voice, the use of gestures, and having eye contact with audiences. The result is illustrated as follows:

*Figure 1.* Students' Mastery Experience
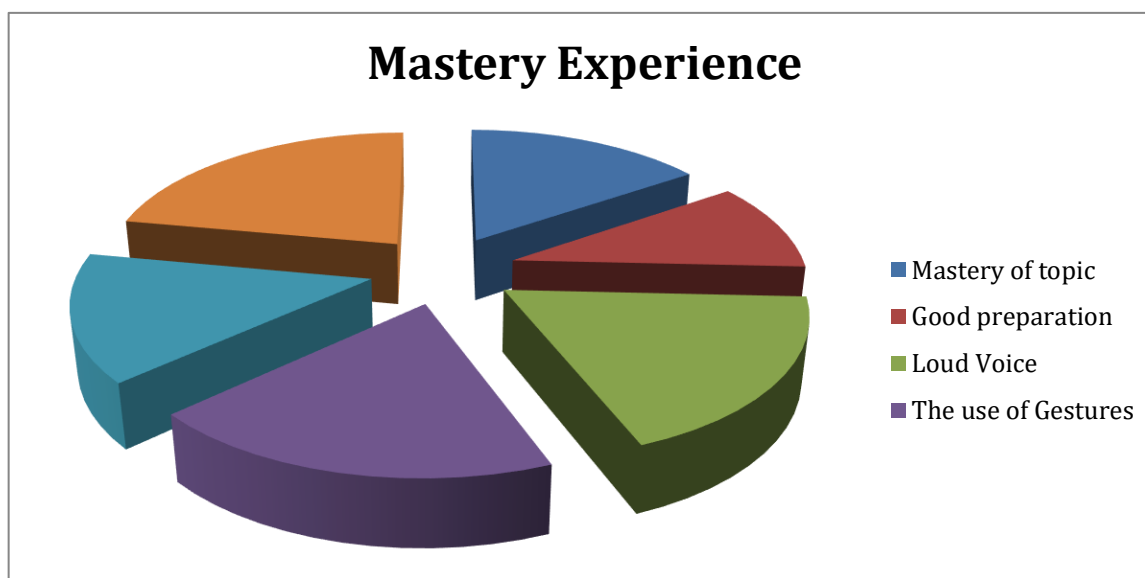
Based on the figure above, 32 students said that they master the topic because they could perform well without looking at the text. Something important to say from their topic and everything need to tell flew very smoothly so they could enjoy with their performance. While 72 others said that they didn't know the point delivered because they had to look at the text again and again and time ended ineffectively. About preparation, 27 students informed that that have prepared well before having performance in front of their friends by memorizing every single words. They also learned how to deliver the statement with good intonation to reserve good pronunciation. Other students said they didn't have any good preparation because when they tried to practice their speech they found it hard to have good expressions and they were reluctant to practice more. From 104 students only 22

students of them could presents their speech well with good voice that can be widespread to every single students. This is also because other students paid more attention very enthusiasm to have nice and interesting performance from the speaker. While other students spoke very timidly and not confidently, so the voice couldn't be heard clearly by all audiences. Most students didn't have good gesture on their performance. Everything was very flat without any expression because there was no different from their mimic when they were happy or sad. They were passive and focus only to their speech without look at throughout the room. They didn't also give the stressing to the important point of the speech. No movement from one side to another side done by students to express and represent their feeling. For this part, there were only 26 students did perfect with interesting performance, full of expressions, having good movement, having good eye contact communicatively with audiences so the condition became more alive.

3.2 Vicarious experience

It is about the performance from other students. The data was about response of the students after watching their friends' performance

Figure 2. students' Vicarious Experience
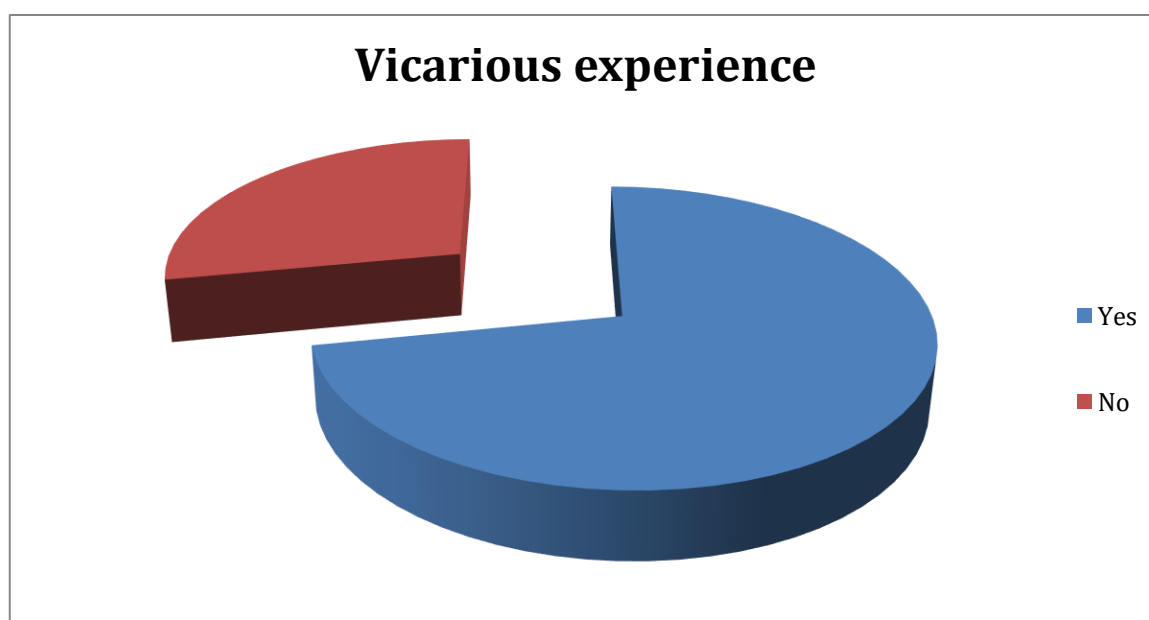
The data gained about whether or not they are motivated from their friends' performances. it shows that most of are highly motivated. It is because the atmosphere of the speaker when conveying the speech really influence and affect the listener. They started to plan something different innovatively, like simple materials in order to be easy to deliver, expressions that they will have, gestures like movements of parts of their body and wye contact. It is also about how will they handle and the cover situation when their friends are not interested with their performance.

3.3 Social Persuasion

It is about to know whether or not they get support or motivation from their peers.

Figure 3. *Social Persuasion from the environment*

Social Persuasion
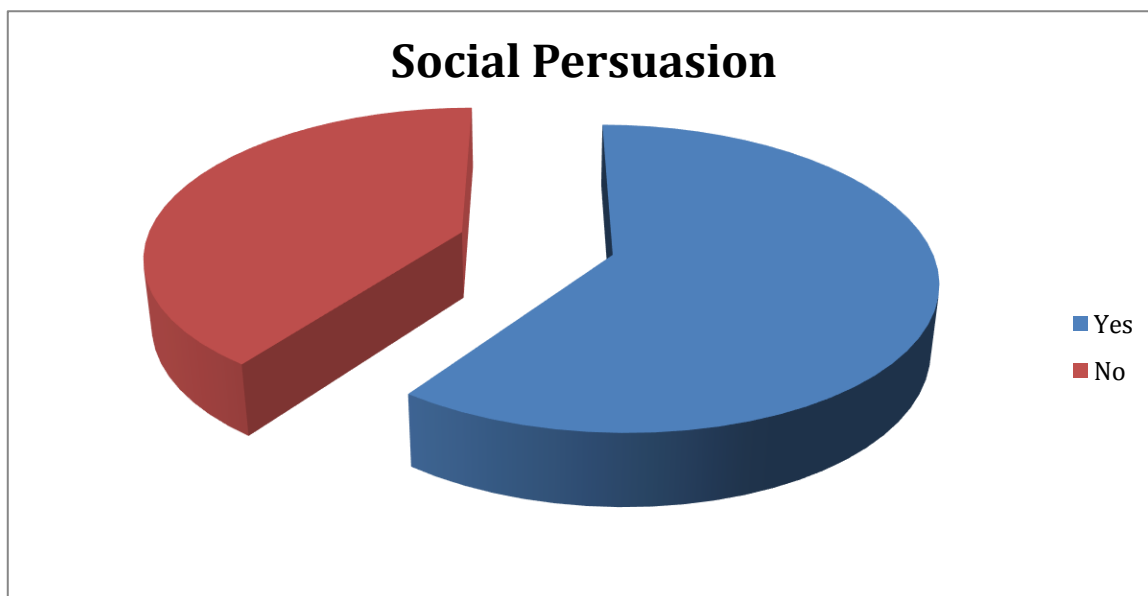
The figure indicates that students are motivated and get more good influence from their peers. The people around were giving constructive support and more care when their friends are going to have performance. The expressions they said like " *semangat", "jangan menyerah", "kamu pasti bisa*". This kinds of phrase will give more energy that can enable them to have better performance. While 40 students others said that they were not really motivated whenever their friends give more support. What they feel was the same as the previous before they have had their performance.

3.4   Affective State

Affective State is about the psychological feeling they have when they perform their public Speaking, like not Confident, Worry about making mistake, nervous, and feeling of stress.

Figure 4. *Students' Affective State*

Affective State
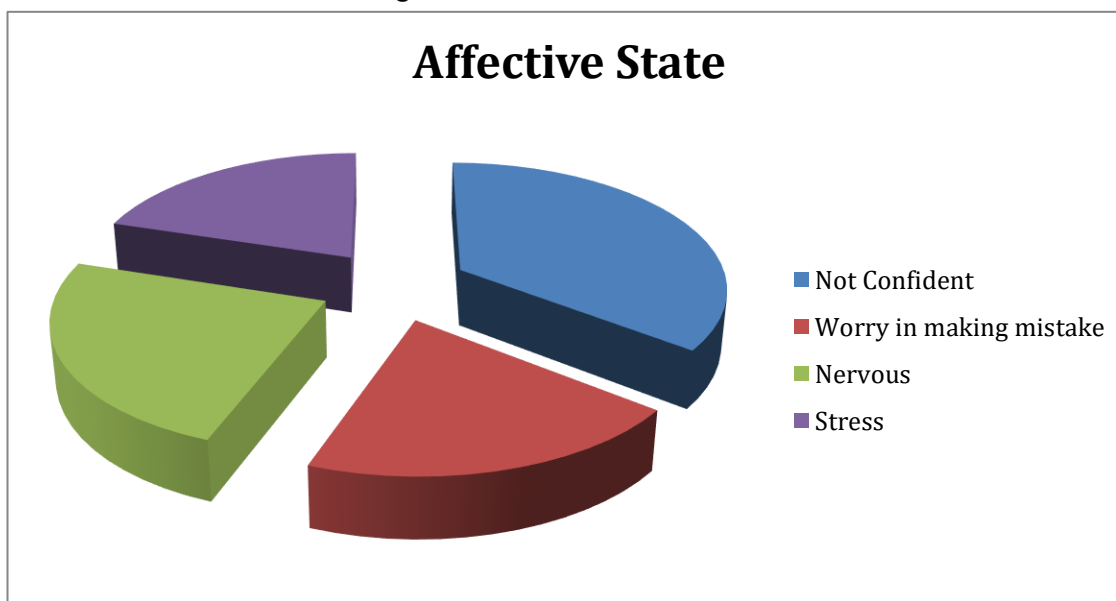
Psychological aspect is one of important points in public Speaking. the data shows that mostly students answer that there was a problem with their confidence. It is because they never practice in front of the audiences. Their chest was then pounding very irregularly because thinking more and more about "How good is my speech delivery. They were also got serious problem when They wanted to try something new but really afraid and worry to do mistakes. For this, they almost never have braveness to try something new. When being at the stage the next problem and the ret occur that

they become very nervous, what has been prepared was lost . Here are things that can make them stress and the performance became not maximum.

Students' performance was mostly affected by their psychological aspect like feeling not confident beside mastery of materials. One aspect and another aspect are interconnected. It was proven that when students were having good ability and they have prepared all the things well, they would have good performance without any serious obstacles. RLF, FM, DIB, IWA explained that they were having very serious problems in managing their emotions   before they had the performance. Although they have prepared well before they became suddenly so nervous and couldn't even remember part of the text that they will deliver. They then open and read the text fully from the beginning until the end of performance. While AGR, MM, MS, AM, FPR, YA, and EA found it very hard to master the materials or topic from the text especially about how to speak and pronounce well because everything written in English mostly had different way of reading. They then had their performance intuitively as the way they had. It was their first performance to be in front of audience and they have never had it before. The problems were also occur about too worry in making mistakes because according to the experience when performing their text it seems that al audiences stare at the speaker and they laughed when the speaker did mistake. This condition was really not effective to the students' performance. Gestures that included to the movements from one side to another was also not maximum. They kept standing there and ended the performance there. Because of too nervous they didn't even dare to have more eye contact and made sure that they were okay with their performance.

4   CONCLUSIONS

Based on the real conditions of the students it is known that students are not confident to speak in front of the public because they were feeling so nervous so they were not able to perform themselves with good performance, good mastery of materials, and good gestures to support their performance. From the result of the study students need to be motivated again and again to build their confidence up by giving more chances to practice and have evaluation after one student complete the performance.

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