

Research Article

The Effectiveness Of Public Speaking With Training For Cognitive Behavioral Therapy Public Speaking Anxiety Among Both Gender

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Abstract

The purpose of this study was to examine the effectiveness of public speaking training with cognitive behavioural therapy towards public speaking anxiety. Another purpose was to examine the difference of this training effectiveness towards both genders, male and female. The appropriate training method is cognitive-behavioural approaches for applying. Because this method aims to change cognition and to train certain behaviours for an individual to adaptive and better behaviour. The purposive sampling is used in this experimental research to obtain 20 samples including 10 the males and 10 females sit in the third grade of a senior high class of Tribus Iman Islamic Boarding School and have public speaking anxiety in the medium and high levels. The method used a quantitative approach to analyzing data. It can be concluded that the training had been effectively minimizing the anxiety of public speaking, but this research could not be able to show the difference in the training effectiveness among both genders.

Keywords: anxiety, cognitive behavioural therapy (CBT), gender, public speaking, public speaking anxiety, training.

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Introduction

Communicating or talking to others is one of the human's routine as a social being. Effective communication is very crucial to deliver ideas and knowledge. Nowadays, many teens lack in communication skills and have a fear to speak in front of a public. Moreover, the current communication can be done only by using various applications and social media such as facebook, Whatsapp, twitter, line, and various other online-based applications that give much influence to the form of communication between individuals (Irianto et al., 2014: 05). For example, the smartphone is in high demand all over, Regardless of age, from young to old age like this kind of communication tool. Not only become a daily tool of communication but has become part of the lifestyle. Coupled with the growth of internet-based wi-fi services in the various places and public facilities, simplify the communication process (Rachmat, 2016: 220).

Behind the convenience of using social media applications, can cause various adverse effects-able if someone does not limit himself or herself. Suranto (2011: 14) mentioned that the phone like a double-edged knife, on the one hand, brings good, and the other side can give badness. One of the adverse impacts on adolescents' communication skills, so that they behave in a social environment closed, but actively behave in cyberspace (Arifin, 2015: 17). Also, social media can change individuals' behaviour in communication (Gifary & Lis, 2015: 01).

Seeing the facts above, the ability to communicate grabs attention from various educational institutions, so that students have excellent communication skills in front of the public. Not only at the level of secondary education, higher education, even as a student, is required to be able to express ideas and thoughts verbally as a form of speech that has been learned. Also, it is expected to produce a professional public speaker. One of the educational institutions Teaches a communication skill is an Islamic educational institution, or more commonly known in the community with the term boarding. Pesantren Teaches the method of public speaking regularly.

The phenomenon roommates Often Occur in the boarding school environment, many of students are not enjoying and not interested in the public speaking activity, and there are even some of them who pretend to be sick to avoid the activity. The leading cause is none other than fear when communicating to the public. This fear may Arise Because they speak very little or not at all, they are fearful of criticism (Master & Mai, 2015: 18). So for Reviews, those who have a high fear to communicate, interaction in the form of communication in public is not comparable with the fear felt.

People who have excessive fear will have an impact on the psychic that arises even when they have not spoken in the public. Among the signs; the body begins to show a panic reaction due to pressure, heartbeats Become faster, palms begin to sweat, head feels dizzy while standing and both legs Tremble and many other symptoms.

The primary purpose of this study is to examine the effect of public speaking training with cognitive behavioural approaches to reduce public speaking anxiety. Also, to examine the differences in the effectiveness of the effect of public speaking training with a cognitive behavioural approach between students and girls. Public Speaking Training is specially designed for students, especially for Reviews those who do not yet understand public speaking. The material is given ranges from the most basic, public speaking about philosophy to how to open a show and speak in front of public property. This training method uses programs with regular classes, private coach training, group training, corporate training, and seminars.

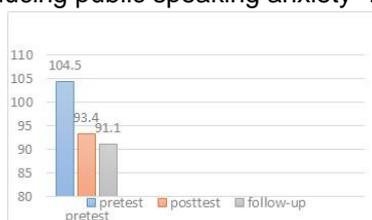
Method

This research used a quantitative approach to quasi-experimental research. As for some kinds of pseudo-experimental designs, the researcher used a series of experimental design (equivalent time samples design), experimental design is performed based on a series of measurements of the dependent variables on a group of subjects. The use of this type was the most Appropriate Considered by the researcher because of the limited number of students and third grade of senior high school students who attended the public speaking activity. Also, the sample of the research was not possible to mix it with other grade levels; it was feared will interfere with the learning process of public speaking that had been going on.

Result and Discussion

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The first hypothesis, "public speaking training with an effective cognitive behavioural approach to reducing public speaking anxiety" is accepted.



Looking at the table above shows a Decrease in the mean of anxiety level from 104.5 to 91.1 roommates Reinforces the acceptance of the first hypothesis. The public speaking training with the

cognitive behavioural approach shows a difference of 11% between before and after training. This shows a positive and significant impact.

Furthermore, the second hypothesis, "there is a difference in the effectiveness of the impact of public speaking training with the cognitive behavioural approach between male students and female students" is rejected. The result of the posttest shows the same mean result equal to 93.4 the which means there is no difference of effectiveness of impact from the training with a cognitive behavioural approach to Decrease public speaking anxiety. This training is useful for both Sexes. This can happen due to the powerpoint learning factor media used during the training process, where the learning media proved useful for the function of attention, affection function, cognitive function, and compensatory function (Khamim, 2012: 105). Also,

Conclusion

Based on the results of research on the effectiveness of public speaking training with a cognitive behavioural approach to reducing anxiety in public speaking in terms of sex, it can be concluded things as follows:

1. Public speaking training with a cognitive behavioural approach proven to Effectively reduce public speaking anxiety in the third grade of high school seniors Faith Poster.
2. There is no difference in the effectiveness effect from a public speaking training with a cognitive behavioural approach between men and women, meaning there is no significant difference for the effect of training with the cognitive behavioural approach between men and women in reducing public speaking anxiety. However, women are proven to have the highest levels of anxiety compared with men.

After Obtaining the above research results, the researcher suggests the following:

1. The Poster Faith Boarding School, especially teachers related to the public speaking activity, gather and train male and female students who have talents in a speech to give good speech simulation to Reviews their friends. Audio-visual assistance IS ALSO recommended in the speech activities to improve the spirit of the male students and female students in practice.
2. For practitioners, this research can Strengthen the cognitive behavioural approach in Overcoming anxiety, especially public speaking anxiety. Public speaking training with a cognitive behavioural approach can be given when the training of participants are small and large.
3. For the next researcher, this research is expected to give various suggestions in an experimental study about the same research but using a population that never follow public speaking activity, to see the effectiveness of public speaking training with a cognitive behavioural approach to reduce the public speaking anxiety. The research with the same title can also give a real contribution to addressing the problem that is quite a lot happening in the educational environment and the wider community. Others, length of training time and Increased follow-up to increase the validity and effectiveness of the training.

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