
ACTIVE, BELIEF, AND CONSEQUENCE (ABC) MODEL TECHNIQUE IN MINIMIZING STUDENTS' SPEECH ANXIETY

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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 investigate whether Speech Training with ABC Model Technique could reduce the students' speech anxiety or not. This study used an experimental research. The population of this study is all fourth semester students in the English Department in of universities in Kendari at academic year of 2015/2016. The instruments of this study were anxiety test, observation checklist, interview guideline and note taking. The data were analyzed quantitatively and qualitatively. The quantitative data were analyzed by SPSS 22. The finding of this study was ABC Model Technique could reduce the students' speech anxiety. It was proved by the mean score of the students for pretest and posttest. The mean score of the pretest was 104.22 and the posttest was 91.50. It means that most of the students got low anxiety level. Therefore, ABC Model Technique reduced the students' speech anxiety.

keywords – Anxiety, ABC Model Technique

1. INTRODUCTION

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 (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, fadil, 2014; Nazir, et al. 2014; Mahmoodzadeh, Masoud, 2012) 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. 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). Thus, speaking anxiety have to be solved by the students because it influences the students' academic achievement or performance. 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; Gkonou, 2011; Humphrie. 2011). Four techniques or methods which can be applied to overcome speaking anxiety problems are cognitive, behavioral, cognitive-behavioral and skill deficit (Sud and Prabha, 1996). ABC Model Technique is opted because this technique can be used to alleviate the students' anxiety. Therefore, this study was aimed to find out whether ABC Model Technique could reduce the students' speech anxiety or not.

2. REVIEW OF RELATED THEORIES

2.1 ABC Model Technique

ABC model was proposed by Albert Ellis (cited in Rector, 2010) which used until right now. This model proposes three steps in alleviating the anxiety for people or learners. The steps are as follows.

A stands for Activating Event or objective situation. The first column records the objective situation, that is, an event that ultimately leads to some type of high emotional response or negative dysfunctional thinking. In other words, it refers to the objective description of what occurred in the situation in which the person disturbed himself or herself.

B stands for Beliefs. In the second column, the student writes down the negative thoughts that occurred to them and explained why the situation happened to them.

C stands for Consequence. The third column is for the negative feelings and dysfunctional behaviors that ensued. The negative thoughts of the second column are seen as a connecting bridge between the situation and the distressing feelings. In this part, the consequence is also related to feelings and behaviors about the belief causes. The third column C is next explained by describing emotions or negative thoughts that the student thinks are caused by A. This could be anger, sorrow, and anxiety (Dryden and Neenan 2004:16-17 and Beck, 2011:31).

Using the ABC Model can help us develop key resilience abilities, such as emotional regulation, impulse control, causal analysis, and empathy. However, ABC model has a limitation if the students are difficult to identify the belief. Related to this, the researcher wants to intermingle speech training and ABC Model Technique to improve the students' speaking ability or competence and minimize the students' speaking anxiety. (Adapted from Varderber, Sellnow, and Varderber, 2012, Dryden and Neenan, 2004:16-17).

2.3 Nature of Anxiety

Many researchers have defined anxiety or foreign language anxiety which is faced by people or the students. Horwitz, et al (1986) says, "Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with the arousal of the autonomic nervous system". Besides, Young (1992) stated that anxiety also is a complicated psychological phenomenon which can be connected to the language learning. More specifically, MacIntyre and Gardner (1989) said that foreign language anxiety is apprehension which happened in foreign or second language contexts, such as speaking, listening, and learning. In other words, it refers to the worry and negative emotional reaction arousal when learning or using a second or foreign language. Similarly, Zhang (2001) defined anxiety as the psychological tension that the learner goes through in performing a learning task. Next, anxiety is "a general feeling of apprehension including hyper-vigilance, increased sympathetic nervous system activity, and difficulty concentrating". Tseng (2012, p. 78-91) stated that six factors that cause anxiety are self-perception, social environment and limited exposure to the target language, cultural differences, social status and self-identity, presentation in the classroom, fear of making mistakes and apprehension about others' evaluation.

3. RESEARCH 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 an experimental design which only used one pretest and posttest class. Ary et al (2010:302) stated that experimental group is the group that is given the independent variable treatment. The population of this study was the fourth semester students of English Department in one of the universities at Kendari. The sample was a class which consisted of twenty eight students. The instruments of this study were speech test, observation checklist and interview guideline. Those

instruments was validated by experts. The data were analyzed quantitatively and qualitatively. The first, the quantitative data were analyzed by using SPSS 22.

4. DATA ANALYSIS AND DISCUSSION

4.1 Data Analysis

Pretest and Posttest of Students' Speech Anxiety Trained by ABC Model Technique

TABLE 1 Pretest of the Students' Anxiety

No.	Scores		
1	82	Mean	73
2	80	SD	8.24
3	78	Mode	-
4	71	Median	74.5
5	64		
6	63		

Based on the calculation result, it shows that there are 6 students who get low anxiety level. Then, the highest score is 82 and the lowest is 63. Furthermore, it is found that the mean is 73, the mode is none, the median is 113.5 and the standard deviation is 1.98

TABLE 2 Posttest of low anxiety students

Class Interval	Class Boundaries	Frequency		
70-73	69.5-73.5	3	Mean	78.21
74-77	73.5-77.5	2	Mode	79.21
78-81	77.5-81.5	6	Median	78.5
82-85	81.5-85.5	3	SD	4.49
Total		14		

Based on the calculation result, it shows that the highest score is 83 and the lowest is 70. The interval is 3 and the number of class is 4. Furthermore, it is found that the mean is 79.21, the mode is 78.5, the median is 77.45 and the standard deviation is 4.49

4.2 DISCUSSION

ABC Model Technique is effective for alleviating the students speech anxiety because the students are trained manually. The students practiced their speech in front of many people. The students were asked to activate, belief and consequence. In this case the students were asked also to write their problems related to speech anxiety causes (dryden and Neenan, 2004). After knowing the students' problems, the lecturer or trainer can solve the problems by discussing, practicing, sharing idea, and other solutions to decrease th students' speech anxiety. After comparing the pretest and posttest of the students, most of the students got low anxiety because the students were enthusiastic in joining this training. Then, this training inspires the students to be better speaker either in academic or non academic setting. According to Varderber, Selnow, and Varderber (2012), Speech Training with ABC Model Technique is teaching strategy or technique which the teacher can make the students enjoy in the classroom. Besides it is recommended to be used in teaching and learning speaking (Spiegler & Guevremont, 2010:263-266).

5. CONCLUSION

Based on the research findings, it can be concluded that ABC Model Technique could decrease students' speech anxiety. 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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