

The Correlation Between University Students' Involvement in AIESEC (*Association Internationale des Etudiants en Sciences Economique et Commerciales*) and Their English Public Speaking Ability

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ABSTRACT

The objective of this research was to investigate whether or not there was a significant correlation between University students' involvement in AIESEC and their English public speaking ability. The research involved 30 students of Lampung University by employing quantitative research by distributing questionnaire dealing with involvement in AIESEC and public speaking performance in order to collect the data. The data were analyzed using product moment correlation in SPSS 26.

The result showed that University students' involvement in AIESEC correlates with the public speaking ability with a significant correlation coefficient (r) 0.8. From the result, it can be concluded that University students' involvement in AIESEC significantly contributes to students' performance in public speaking.

Keywords: *Public speaking, University students' involvement, AIESEC, correlation.*

I. INTRODUCTION

Public speaking is a valuable skill for students to master. There are several benefits if they master public speaking. It trains the students to think critically, gain fine-tuning verbal and non-verbal skills, and overcome a fear of public speaking (Paradewari, 2017). Some students who join public speaking classes got benefit from critical thinking skills (Paradewari, 2017). As many as 63.9% of undergraduate students reported a fear of public speaking. The fear is more prevalent among the students who participate in a few activities involving speaking to groups of people. The association of fear of speaking in public with scarce participation in activities of public speaking was strong (Anna, Adriane, Ana, & Leticia, 2016).

The University of Lampung provides some extra campus organizations or well-known as UKM (Unit Kegiatan Mahasiswa) for students who wanted to gain new experience in improving their soft skills, especially public speaking skills. As many as 89.3% of the students would like their undergraduate program to include classes to improve public speaking (Anna, Adriane, Ana, & Leticia, 2016). AIESEC was originally an acronym for Association Internationale des Étudiants en Sciences Économiques et Commerciales. Nowadays, AIESEC is no longer used as an acronym but simply as the name of the organization. Currently, AIESEC is recognized as a global platform for young people to explore and develop their leadership potential. They consider themselves as a non-political, independent, not-for-profit organization.

At Lampung University, AIESEC is one of the extra-campus organizations commonly joined by university students, especially at the University of Lampung. AIESEC has a role for a student in

improving soft skills ability, especially in public speaking. The activities related to public speaking in AIESEC are leadership development seminars, conferences and events, team meetings and presentations, external engagements, and the Global Volunteer program.

Most of the previous research is more focusing on the organization in general, there is no previous research related to the involvement in AIESEC. This research is important because by investigating the Lampung University students who participate in the AIESEC program, we can know whether there is any correlation generated by joining AIESEC programs or especially being an AIESEC member on their public speaking ability.

II. RESEARCH METHOD

This research is quantitative research with the design of the research as *expost de facto* design. The goal of this research is to investigate whether or not there was a significant correlation between University students' involvement in AIESEC and their English public speaking ability. To fulfill the goal, the researcher used questionnaire assessment and public speaking performance in oral tests as the instruments. The population of this research is the AIESEC member in Lampung University the sample of this research are 30 students of AIESEC members. In this research, the researcher distributed the questionnaire through Google Forms and asked the students to submit their public speaking performance through Google Drive. The result of the questionnaire assessment and public speaking performance were analyzed using Pearson Correlation Moment in SPSS 26.

III. RESULT AND DISCUSSION

Result

After collecting and analyzing the data, the researcher gathers the results of the questionnaire assessment and public speaking performance.

Table 1. Hypothesis Testing Through SPSS 26

		University Students' Involvement in AIESEC	Public Speaking
University Students' Involvement in AIESEC	Pearson Correlation	1	.882**
	Sig. (2-tailed)		.000
	N	30	30
Public Speaking	Pearson Correlation	.882**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The table above showed that a positive correlation exists between University students' involvement in AIESEC and their public speaking ability ($r=.882$). The correlation is significant if sig is < 0.05 , while the sig. (2-tailed) is $.000 < 0.05$. It illustrated that the positive correlation is significant. Both illustrations found out significant positive correlation between University

students' involvement in AIESEC and their public speaking ability. In other words, University students' involvement in AIESEC affects students' public speaking ability.

Discussion

Based on the explanation above, we can conclude that there is a correlation between University students' involvement in AIESEC and their public speaking ability. In this case, the findings of this research found that the activities held under AIESEC as University students' involvement has a big impact on students' public speaking ability. Therefore, the activities in AIESEC mentioned above are related to public speaking performance.

As it stated on the result of University students' involvement assessment through questionnaire, 30 students of 30 samples were agreed that AIESEC influences them to speak English in front of the audience. AIESEC provided the students to be more comfortable in using English as their daily activities in every meeting or program. This result is in line with previous researchers that conducted similar research. Nina (2021) who investigated the student's perception on the influence of organization towards their English public speaking skill, showed the result that students who became speakers in the organization reported good impacts because it taught them to be brave to speak up, expressed their opinion, and be confident in doing public speaking. The students reported feeling brave to do English public speaking, but the students still needed higher vocabulary mastery to be more helpful in doing English public speaking. That way, Foubert and Urbanski (2006) have stated that abilities such as public speaking, leadership, and so on are obtained by spending time participating in organizational activities.

Besides, the finding of this result found that the anxiety of public speaking can be overcome by joining the University students' in AIESEC to facilitate their confidence. As it stated on the result of University students' involvement assessment through questionnaire, 24 students of 30 students were agreed that they tend to feel less nervous while explain the presentation in front of the audience in AIESEC meeting/conference/program. Furthermore, 5 students of 30 sample were neither agree nor disagree to the statement above. And 1 student of 30 sample was disagree that they tend to feel less nervous while explain the presentation in front of the audience in AIESEC meeting/conference/program. It can be inferred that 80% students were confidence while speaking in front of the audience. It is because the team work is the main ethic surrounding AIESEC culture, every person matters and play an important part in the construction of their realities (Morgan, 2006). Besides to receive education on the programs and AIESEC nature, they are involved in induction projects, which are activities that intend to measure their proactivity, leadership potential, resilience, responsibility, learning capacity, open-mindedness; and especially is a kind of proof to make members realize if AIESEC is what they really need. In previous research, Farhan (2017) found out that students who fear public speaking can perform well if they use certain strategies to fight their fears. Farhan R. (2017) mentioned that 75% participants admit their fear of public speaking and 95% participants agreed that if proper counseling, instruction and coaching is provided, this fear can be overcome. Research revealed that exposure to virtual environment can facilitate student confidence and enables them to face audience irrespective of the size.

The result of this research also found that the students who join University students' involvement in AIESEC were willing to learn and practice more English, especially in public speaking. As it stated on the result of University students' involvement assessment through questionnaire, 29

students of 30 samples were agreed that they tend to encourage themselves to speak English on every AIESEC meeting/conference/program. Furthermore, 1 student of 30 sample was neither agree nor disagree that they tend to encourage themselves to speak English on every AIESEC meeting/conference/program. This result is in line with previous research entitled *The Effect of Students' Self-Esteem on Their English Speaking Ability at The Second Year of SMPN 14 Bandar Lampung*. Ratih (2013) found out that the students with the high self-esteem reaches the highest score in speaking ability with mean 87.40 while the students with normal self-esteem reaches 66.80. It means that high self-esteem has better effect on students' speaking ability. this research has consistently shown a positive correlation between self-esteem and willingness to learn in students. Self-esteem is recognize to be major factor in learning outcomes (Lawrence, 2000). When students have a healthy level of self-esteem, they tend to have a positive attitude towards learning and a greater motivation to acquire new knowledge and skills.

By joining AIESEC, the students are involved in every project, which are activities that intend to measure their proactivity, leadership potential, resilience, responsibility, learning capacity, open-mindedness; and especially is a kind of proof to make members realize if AIESEC is what they really need. The University students' involvement in AIESEC persuades them to be willingness in practice public speaking. As Yee (2014) said that if someone to often practices public speaking, it can build confidence, to make it easier for someone to speak effectively following what is to be conveyed.

The result that three previous researchers have concluded before, support this research result, as it is in line with one another. Conducted under different samples, and methodology, the result still shows the relevance of having the organization as the platform to improve and practice public speaking, especially in University students' involvement.

IV. CONCLUSIONS AND SUGGESTION

Conclusion

After conducted the research about the correlation of University students' involvement in AIESEC and their English public speaking ability, the researcher draw conclusion as follows:

University students' involvement in AIESEC has a significantly correlation with students' public speaking ability. The correlation between University students' involvement in AIESEC and their public speaking ability at Lampung University suggests that AIESEC offers valuable opportunities for students to enhance their communication skills. The opportunities in AIESEC that are related to public speaking are leadership development seminars, conferences and events, team meetings and presentations, external engagements, and the Global Volunteer program. By actively participating in AIESEC, students can gain practical experience in public speaking through various activities such as delivering presentations, facilitating workshops, and engaging in meaningful discussions.

This correlation underscores the positive impact of AIESEC on the personal and professional development of students, equipping them with essential communication skills that are crucial in students' academic life. Second, by joining University students' involvement in AIESEC, students are expected to get the influence to speak comfortably while doing public speaking; which decreases anxiety among students and boosts their confidence while doing public

speaking; it also persuades the students to be willing to learn and practice more in public speaking.

Suggestion

Considering the result of this research, the researcher put some points as suggestion as follows:

Suggestion for Students

Since it is proven that University students' involvement in AIESEC correlates on public speaking ability, the students are encouraged to join and utilize the University students' in AIESEC to improve and practice students' public speaking ability. It is strongly recommended for students to experience University students' involvement in AIESEC for several years to maximize the capacity building of the students.

Suggestion for Future Researchers

This research is carried out with University of Lampung student as the sample, since AIESEC is a global organization, the future researchers are suggested to expand to see the relevance of the result.

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