

2nd World Conference on Design, Arts and Education DAE-2013

A Research On Speech Anxiety of the Second Grade Primary School Students

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Abstract

Speech enables child to express himself/herself firstly in family and inner circle, then school environment, and to communicate with his/her environment.. In the process of communication, the physical and physiological dimension as well as social and psychological dimension of speech (Demirel, 1999). During the speech, particularly speech before a group leads to *speech anxiety* defined as communication apprehension. . In this context the aim of this study is to determine the speaking anxieties of the elementary school students. in Sakarya, Turkey. The universe of the research is comprised of the second grade primary school students in Sakarya. 848 students formed this universe through the stratified sampling method constitute the the sample of the research. Moreover, Speaking Anxiety Scale (SAS) developed by Yaman and Sofu (2013) was applied in order to determine their speaking anxieties. The quantitative analysis techniques were used to analyse the data. The quantitative data were transferred to SPSS 15.00 package programme. As a result of the findings obtained in the research, although speaking ability is found in Turkish Language Teaching Curriculum, it is seen that students who study at elementary school level have a medium speaking anxiety.

Key Words: speech, speech anxiety

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Selection and peer-review under responsibility of Academic World Education and Research Center.

1. Introduction

Speaking enables child to express himself/herself firstly in family and inner circle, then school environment, and to communicate with his/her environment. The important thing in speaking is not only to verbalize feelings and thoughts. During this verbalisation accent, toning, diction and pronunciation should be right (Ucgun,2007).

The general aim of the speech courses in educational institutions is to make students gain the ability to relate their feelings, thoughts, observations, dreams and desires in line with the linguistic rules and in an effective way, and to enable them to establish an effective communication” (Ozbay, 2005; Yalcin, 2002; Gunduz, 2007). According to Akyol (2001:73), people interpret new ideas, form questions, control the behaviour of the people around, sustain

their social relationships, convey information, share their personal experiences and information through speech. Life is based on speech in this sense.

According to Temur (2007:356), the ability of students to perform the speeches required by different situations in daily life is important to convey their feelings, thoughts and information with confidence and to assess them correctly in terms of the development of their speaking skill.

The speaking action is comprised of 4 elements as follows; visual behavior, voice, language and mental strength. On the basis of visual and aural elements, there are mental processes which give the meaning to these elements (Ergin and Birol, 2005:96). Thus, in several studies (Guleryuz, 2002:219; Calp, 2004:263) it is mentioned that speaking has cognitive, affective and psychomotor dimensions and the skills related to these dimensions can be developed.

In the process of communication, the physical and physiological dimension as well as social and psychological dimension of speech (Demirel, 1999). Hence, positive and negative feelings to occur when a psychological effect comes into play among speakers during speech, reflect tone of voice and mimics (Temizyurek, Erdem, Temizkan, 2011). Thus, the development of speech ability is directly related to sciences such as psychology, social psychology, behavioral sciences and communication sciences (Unalan, 2007:2-3).

In the Big Turkish Dictionary (2011) the concept of *anxiety* is defined as “sorrow, upsetting thought and worry.” The speaking anxiety is a common fear (Breakey, 2005). Public speaking is a phobia for some people and they prefer to keep away from the attempt to speak. Approximately, the %14 of people in a society has a speaking anxiety (Ayres & Hopf, 1993). Therefore, according to Bippus and Daly (1999), the common reasons for speaking anxiety are as follows: fear of abasement, to prepare badly, lack of confidence related to the physical appearance, the fear of being criticized by the audience when there is no perfect performance, anxiety of low self-esteem, indifference of the audience, the speaker to be inexperienced, the fear of making a mistake, the fear of failure.

During the speaking, particularly public speaking leads to *speaking anxiety* defined as communication apprehension. The speaking anxiety mentioned affects social relations of primary school students in daily life and their school life. In this context the aim of this study is to determine the speaking anxieties of the elementary school students.

2. Method

2.1. Universe and Sample

The universe of the research is comprised of the second grade primary school students in Sakarya. 848 students formed this universe through the stratified sampling method constitute the sample of the research. An application was made for the second grade primary school students in 11 districts including the central district of Sakarya province. The %53 of the ones participating in the research is girl and %47 of them is boy. %33 of these students is 12 years old, %34 is at the age of 13 and %33 of them is 14 years of age. The %5 of the mothers of the students participating in the research is college graduate, %16 of them is high school graduate, %24 of them is elementary school graduate and %51 of them primary school graduate. The %4 of the students' mothers is illiterate. The %15 of the fathers of the students participating in the research is college graduate, %28 of them is high school graduate, %26 of them is elementary school graduate and %29 of them is primary school graduate. The %1 of them is illiterate.

2.2. Data Collection Tool

Moreover, Speaking Anxiety Scale (SAS) developed by Yaman and Sofu (2013) was applied in order to determine their speaking anxieties. In the research construct validity was made as validity studies, internal consistency and item analysis were made as reliability study. A unidimensional scale was obtained which explained %35,76 of the total variance. As a result of the analysis made, it was seen that the item-total correlations of the scale corrected vary between .26 ile .61. The internal consistency reliability coefficient of the scale was found as .79. The factor loads of the scale were ranged between .32 ile .79.

The items have a gradation of 5 point likert type as “1” I definitely don't agree, “2” I don't agree, “3” I'm indecisive, “4” I agree and “5” I definitely agree.

The coefficient was examined as reliability studies and item-total correlations corrected was examined for the item analysis. The item-total correlations were accounted for the item analysis of SAS. As a result of the analysis made, it

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