THE CORRELATION BETWEEN UNIVERSITY STUDENTS' INVOLVEMENT IN AIESEC *(ASSOCIATION INTERNATIONALE DES ETUDIANTS EN SCIENCES ECONOMIQUE ET COMMERCIALES)* AND THEIR ENGLISH PUBLIC SPEAKING ABILITY

Undergraduate Thesis

By

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ABSTRACT

**THE CORRELATION BETWEEN UNIVERSITY STUDENTS'
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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.

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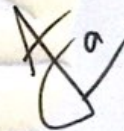| Research Tittle	: THE THE CORRELATION BETWEEN UNIVERSITY STUDENTS' INVOLVEMENT IN AIESEC AND THEIR ENGLISH PUBLIC SPEAKING ABILITY
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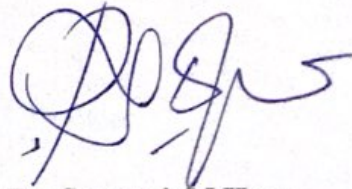NIP 19641212 199003 1 003   NIP 19930723 201903 1 017

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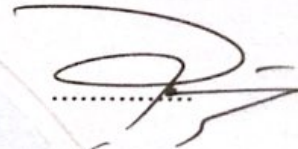
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 14 Juli 2023

Yang membuat pernyataan,

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CURRICULUM VITAE

Yoanda Johan was born in Kuala Tungkal, Jambi on November 14th, 2001. She is the last child in her family, with 3 older brothers and 2 older sisters. Her father is Bahder Johan and her mother is Farida.

She began her very first education at TK Syuhada, Jambi. After that, she continued her study at SDN Landasan Ulin Timur 4 in South Kalimantan and graduated in 2013. Then, she carried on her study at SMP-IT Qardhan Hasana, South Kalimantan, and finished in 2016. Then, in 2017 she pursued her study at MAN 2 Bandar Lampung and graduated in 2019.

During her education, especially in middle school, she then realized that she had a big attachment to learning English as she was interested in English subjects and English songs. In the year of 2019, she continued her study in the English Study Program of the Teacher Training and Education Faculty at Lampung University. She hopes that she can always improve herself and be meaningful to her surroundings and the society.

DEDICATION

This script is dedicated to the future of Indonesian education, to all the amazing

teachers that still committed themselves to educate the students of Indonesian,

to all the researchers who devoted their time to seek for better solutions at times

and to the bright future ahead that awaits this nation.

MOTTO

"Patient is bitter, but its fruit is sweet." -John Heywood

"Confidence is feeling good about yourself, and not letting anyone make
you feel down about yourself."

"Be the type of energy that no matter where you go, you always add
value to the spaces and lives around you."

"You are your home."

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Finally, the researcher hopes that this work will be beneficial to the readers and will be a helpful reference for further researchers who want to conduct similar research.

Bandar Lampung, July 14th 2023

The Researcher,

Yoanda Johan

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CHAPTER I

INTRODUCTION

This chapter explains about research background, research problems, research purposes, research significances, scope and limitations, and definition of key term.

1.1 Research Background

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). It also teaches valuable people skills, gives the confidence to face fears, and become more expressive in front of an audience. According to Ilianis & Abidin (2014), when the student has public speaking skills that come from training, it can make them to be more confident, especially to help their public speaking skills better. Some students who join public speaking classes got benefit from critical thinking skills (Paradewari, 2017). Public speaking is also identical to giving or presenting information; as Nadia (2018) said that the public speaking ability will be advantageous when becoming a student where they usually make presentations in class.

Public speaking is the ability to communicate confidently and effectively while addressing an audience. According to Nikitina (2011), public speaking is a process and an act of making a speech before an audience. Public speaking occurs when one person speaks in a face-to-face situation with the audience (Grice and Skinner, 1995). Shortly, public speaking happens when someone stands in front of the audience or listeners and delivers ideas or messages to the audiences. 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). According to Fazzlurrahman (2018), the organization has a role in developing the soft skills of each student. Here we know that joining an organization has a good effect on the student.

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 run. Its members are interested in world issues, leadership and management. AIESEC does not discriminate on the basis of ethnicity, gender, sexual orientation, religion or national / social origin. (Morgan, 2006).

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. When members start in the organization, besides receiving 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. 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

AIESEC has global initiative goals in which the team aims to mobilize youth toward the implementation of Sustainable Development Goals. The initiative aims to educate youth about the SDGs and provide practical volunteering opportunities to unleash their potential while being an active world citizen. The project focuses on developing youth's leadership skills and providing a platform to act on issues they are passionate about. AIESEC has built a strong network of

young people passionate about positive change and has mobilized 74,000 international volunteers to work on development projects for 6-8 weeks. Since the creation of the initiative in 2015, it reached over 6 million young people to educate them about the SDGs and engaged 90,000 young leaders in YouthSpeak Forums to discuss some of the most pressing issues in the local reality.

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.

1.2 Research Problems

1. Does University students' involvement in AIESEC correlates with students' public speaking ability?

1.3 Research Purposes

1. To investigate whether University students' involvement in AIESEC correlates to students' public speaking ability.

1.4 Research Significance

This research provides information about the correlation between University students' involvement in AIESEC and their public speaking ability at Lampung University. Hopefully, the students will understand the importance of the organization in reviewing English public speaking ability by reading

this thesis. For practically, the researcher hopes this research can help the next researcher about whether the University students' involvement in AIESEC correlates with English public speaking for students in Lampung University. This study expects the students who join the University involvement in AIESEC use English public speaking ability both in the classroom or outside the classroom as a form of implementation.

1.5 Scope and Limitation

This research discusses the correlation between University students' involvement in AIESEC and their public speaking skill at Lampung University. For the limitation of this research, a student from the 2019 – 2021 generation in Lampung University who is engaged with AIESEC programs or is a member of AIESEC.

1.6 Definition of key terms

a. *Public speaking* is the ability to communicate confidently and effectively while addressing an audience on the occasion such as presenting a presentation, leading a meeting, and giving a speech.

b. *Student involvement* refers to a global platform for student to explore and develop their leadership potential.

c. *AIESEC* is recognized as a global platform for young people to explore and develop their leadership potential (Morgan, 2006).

CHAPTER II

LITERATURE REVIEW

This chapter present the literature review about public speaking, strategy of learning public speaking, organization, and AIESEC.

2.1 Previous Study

Nina (2021), in the research entitled English Students' Perceiption the Influence of Organization towards their English Public Speaking Skill, investigates students' perceiption about whether being a speaker in the DIBAKAR program influences their courage in doing English public speaking. This research uses the method of observation and interviews. The research subjects consisted of 3 ELED (English Language Education Departement) students in the 2018 academic year who had joined HMI since 2019. HMI (Islamic Student Association) is one of the external organizations which is quite popular with students at the University of Muhammadiyah Malang. Based on the result of the research, it was found out that students who became speakers in DIBAKAR program reported good impacts because HMI taught them to be brave to speak up, expressed their opinion, and be confident in doing public speaking. DIBAKAR is a discussion forum program whose speakers are the member of HMI. Students who were the speakers in the program also learned and process

events such as preparing their material and running discussions. The students reported to feel brave to do English public speaking, but the students still needed higher vocabulary mastery to be more helpful in doing public speaking.

Farhan (2017), in the research entitled Anxiety Level in Students of Public Speaking: Causes and Remedless, said that despite being competent in their field of work, professional's worldwide struggle due to lack of good public speaking skills. Their assessments and appraisals are often not depictive of their professional competitiveness; therefore, it is important for students to overcome public speaking anxiety before they transit from academic life to professional life. The purpose of this study is to analyze the reasons behind the anxiety level in undergraduate students of a public speaking class and recommend strategies to overcome this fear. This study was entailed quantitative research paradigm on a sample of 50 students using convenience sampling technique from a reputable private sector business school in Karachi. The findings showed that students who fear public speaking can perform well if they use certain strategies to fight their fears. 75% participants admitted 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.

Ratih, (2013)), in the research entitled The Effect of Students' Self-Esteem On Their English Speaking Ability At The Second Year of SMPN 14 Bandar

Lampung, It investigates the effect of students' self-esteem and their speaking ability at the second year of SMPN 14 Bandar Lampung and to find our which level is better among how, normal and high self-esteem on their speaking ability. This research is a quantitative research, which uses ex-post facto design. Thirty students have been sampling. The data were gained by administering questionnaire about the students' self-esteem, and speaking test to find out the students' speaking score. There were no treatments conducted in this research. The data were analyzed by using one-way Anova. The result of the analysis shows that self-esteem has effect on student' speaking ability. The result of the analysis shows f-value is higher than f-table (81.75>33.50) with $p<0.001$. therefore, H0 is rejected and H1 is accepted. It means that students' self-esteem has effect on their speaking ability. Furthermore, the result also shows that the students with high self-esteem reaches the highest score in speaking ability with mean of 87.40 while students with normal self-esteem reaches mean of 77.80, and students with low self-esteem reaches mean of 66.80. It means that high self-esteem has better effect on students' speaking ability.

2.2 Public Speaking

Public speaking is the ability possessed by someone to talk to many people. Public speaking does not mean having to speak in a large forum but it can be done in small forums depending on the purpose of public speaking (Imron, 2019). Nataša, (2017) defines public speaking as every aspect of the individual addressing to the group or individual listener, either live or via electronic means

of communication, which aims to achieve a specific goal, or to give a certain image of themselves through various techniques of influence, information and entertainment. According to Yee (2014), public speaking is an activity where someone talks to many people; what is conveyed can be conveyed well to the listener. Many people have public speaking skills to give information, influence someone, and many more, Public speaking skills, especially in the academic sphere, is significant to master, because formal academic activities are identical, such as seminars which are usually conducted in English. Therefore, the ability to do public speaking must be continually learned because that ability does not appear independently but is trained (Imron, 2019).

Based on Paradewari (2017) there are three kinds of public speaking is informative, persuasive communication, and entertaining.

1. Informative is a kind of transfer the knowledge like in the class, the teacher gives the material about something and student get the information.
2. Persuasive is technic to convey people to be better than before, like in the seminar, the speaker gives motivation for the listener.
3. Entertaining is set the course of an event such as a program on television, birthdays, weddings, etc.

According to Al-Tamimi (2014), students are future leaders; therefore, almost everyone will be judged by speaking, and also by mastering public speaking, it will be easier for them to get jobs. Everyone needs the ability to speak publicly,

whether talking to friends, presentations in class, work, and others. That is why one needs to learn public speaking skills.

2.2.1 Strategies in learning public speaking

Learning is a process where the process has an impact. Learning public speaking has many benefits, such as increasing the ability to interact with others, academic skills, and supporting future careers (Yee, 2014).

Based on Al-Tamimi (2014), to master public speaking, a person needs three ways.

1. Preparing the topic

   When someone wants to talk, the first thing to do is determine what topic will be conveyed to the listener.

2. Using language that is easy to understand

   By using language that is easy to understand, the listener does not experience confusion and misunderstanding of the topic being discussed.

3. Using the correct logic to answer the question.

   When having a question, it is best to use a logically acceptable answer and has the right source learning public speaking.

According to Yee (2014), the strategy for learning to speak in public is to give speech assignments designed to develop public speaking skills. They will learn about organizing speech, delivering of material, vocal variations and gestures to produce good speech. The use of speech via video can accelerate students' public

speaking learning (Lee & Liang, 2012). In AIESEC, the strategy used for developing public speaking is to make the discussion and lead the discussion.

2.3 Organization as Students' Involvement

The organization is a meeting place for many people who have the same goal. According to Holt (1995), The organization is a social process where some conformities and discrepancies can be formed and managed. Joining a club and organization positively impacts students who follow organizations with high values such as education, views on careers, future views on lifestyle, cultural participation, and academic autonomy (Foubert & Urbanski, 2006). The university gives every student the freedom to participate in academic activities and follow organizations inside and outside campus (Fazzlurrahman, 2018). Various types of organizations attended by students do not affect the academic performance of students, on the contrary, students who attend the organization have a positive impact on academic performance (Fazzlurrahman, 2018).

Joining an organization has many advantages. Smith & Chenoweth (2015) said by participating in organizational activities can improve interaction skills and also train leadership. Participating in organizational activities influences one's abilities such as leadership, cooperation between groups, and self-confidence and those who are active will be able to manage time well (Smith & Chenoweth, 2015). That way, relationships can be increased by the following organizations, one of which is an organization on campus. Abilities such as public speaking,

leadership, and so on are obtained by spending time participating in organizational activities (Foubert & Urbanski, 2006).

2.4 AIESEC as an Organization

AIESEC was originally an acronym for *Association Internationale des Étudiants en Sciences Économiques et Commerciales*. According to Eliana, (2015), AIESEC is no longer used as an acronym but simply as the name of the organization. It was founded in 1948 when a group of young students wanted to do something mindful to join the ties among countries after World War II. They were: Jean (France), Bengt (Sweden), and Dr. Albert (Germany). They thought that by doing cultural exchanges among their nations they could foster tolerance, and they firmly believed that tolerance was the key to peace. And it is "peace" the motto surrounding AIESEC operations, as its vision expresses it: peace and the fulfilment of humankind's potential.

The achievement of such a vision is under the management of students and recent university graduates from 18 to 30 on average, through a series of programs that involve working with more youth and the society including: universities, non for profit organizations, private companies, government, other educational institutions, and individual professionals; all of them compose the group of stakeholders that make possible AIESEC endeavors.

Currently, AIESEC is recognized as a global platform for young people to explore and develop their leadership potential. They consider themselves a non-

political, independent, not-for-profit organization run. Its members are interested in world issues, leadership, and management. AIESEC does not discriminate based on ethnicity, gender, sexual orientation, religion, or national / social origin.

2.4.1   Human Resources in AIESEC

In AIESEC concept of work, the organization is viewed as a collectivity to which employees belong rather than just a workplace comprising separate individuals (Morgan, 2006). AIESEC recruites members from universities, these students become volunteers and form part of AIESEC global membership; once this happen, they enter to AIESEC family as members usually call it. AIESEC attracts students with an appealing rhetoric of youth success, rich entrepreneurial experience and international opportunities; so, those students who join are mainly interested in some or all these: gain work experience, diversified the academic knowledge, get involved with AIESEC global network, participate in our global programs.

Members begin in an already solid organizational culture; however, they easily integrate, because the selection criteria attempt to determine if they are or may be committed with AIESEC vision, values and mottoes. It is not a coincidence that the main commonalities among the members are: open-mindedness, respect, team work attitude, integrity,"nothing is impossible mindset, all ideas matter, striving for excellence.

Democracy guides the selection process of the new membership, which is based in solid and strict processes, which are accountable and the final decision is done by the boards. Membership in AIESEC does not mean a straitjacket, members are free to leave whenever they want it; yet, it is expected to keep a high retention rate in order to assure sustainability to the organizational processes.

When members start in the organization, besides receiving 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 a kind of proof to make members realize if AIESEC is what they need. It is not odd that at the end of the projects, some members do not continue inside the organization. These projects are usually about events organizations on social issues. After this induction, members are allocated to one of the areas of the organization, and they begin to formally work in AIESEC.

Teamwork is the main ethos surrounding AIESEC culture, every person matters and plays an important part in the construction of their realities such a treatment often causes a strong team commitment coupled with a philosophy of innovation through people, as the organization is open enough to listen to everyone's idea, under the premise that everybody has something important to say (Morgan, 2006). Conversely, there is a competition-collaboration style among the organization's members, at the end, each one was motivated for different reasons to join AIESEC; even though, teamwork mindset prevails and people must

collaborate in pursuit of a common task. At the very beginning, culture patterns may seem weird or hard to follow, but the characteristics of the culture being observed will gradually become evident as one becomes aware of the patterns of interaction between individuals, the language that is used, the images and themes explored in conversation, and the various rituals of daily routine; such a transition is eased by the support of older members who help the newbies to "go native" in AIESEC.

Due to the youth-led style, informality prevails internally; on the other hand, there is a type of code-switching depending on the situation. From an informal set of daily activities, members pass to a more formal attitude when dealing with externals or when having assemblies. Another very important aspect that constructs the AIESEC culture in people is the showcasing of current or ancient successful practices, both in people and in the processes of the organization. It is similar to Morgan's Hewlett-Packard example: stories, legends, and myths about corporate heroes circulated through the organization and did much to communicate and sustain the cultural values.

2.4.2   Activities in AIESEC

According to Eliana (2015), AIESEC offers several activities and opportunities that relate to public speaking, here are some examples:

a. Leadership Development Seminars

AIESEC organizes workshops, seminars, and training sessions focused on leadership development. These sessions often include modules on public speaking and presentation skills. Members have the opportunity to learn and practice techniques to enhance their public speaking abilities, such as effective storytelling, body language, vocal projection, and engaging an audience.

b. Conferences and Events

AIESEC organizes conferences and events at various levels, from local to global. These gatherings often feature keynote speakers, panel discussions, and presentations. Members have the opportunity to speak at these events, whether it's delivering a formal presentation, participating in a panel discussion, or facilitating workshops. These experiences allow members to refine their public speaking skills and share their insights and perspectives with a diverse audience.

c. Team Meetings and Presentations

Within AIESEC, teams often hold regular meetings to discuss projects, plan activities, and share updates. Members are encouraged to actively contribute and present their ideas during these meetings. It provides a platform for practicing public speaking in a supportive environment and receiving feedback from peers and mentors.

d. External Engagaments

AIESEC members frequently engage with external stakeholders, such as partner organizations, universities, and community groups. These interactions may involve giving presentations, conducting workshops, or participating in panel discussions on various topics related to AIESEC's mission. Engaging with external audiences allows members to develop their public speaking skills while representing AIESEC and sharing the organization's values and initiatives.

e. Global Volunteer Program

As International Organization, AIESEC focus on the role of the youth movement through the social project. Mainly the role of youth in the international arena is growing in numerous domains of technology in the social field (Tang, 2017). AIESEC has a role to play as an implementation actor. It is stated that AIESEC plays a vital role in pursuing the vision of peace through various activities such as decision-making, reporting, and the organization's structure. AIESEC activities are intended to build leadership potential in young people, especially students, and promote peace. Another noted that the focus would aid in fulfilling the SDGs through various social programs such as education, humanity, and the environment, most of which have positive outcomes (Putri, 2018). AIESEC uses social activities through the Global Volunteer program with a planned and systematic mechanism with structured learning materials. Global Volunteer is one of the programs held by AIESEC to help implement the SDGs

implementation by carrying out social projects in the world that can bring about peaceful and secure change.

The AIESEC program itself has a project to support positive global activities, which means there are domestic and international actors participating in the Global Volunteer Project. This program is none other than helping the implementation of the SDGs by carrying out social projects in the world that can bring about peaceful and secure change (AIESEC, 2020). According to the AIESEC Report (AIESEC in Thailand, 2019), the implementation mechanism in SDGs no. 4 carried out through the Sawasdee Project the providing opportunities to students, teachers, and local communities to experience cross-cultural experiences by having opportunities for teaching activities, English Day, Community Service, Global Village, and other cultural activities.

Therefore, the activity formed both in a broad program, making it possible to establish connections to learn and implement what has been done. Multicultural communication, where the role of participation is to provide awareness through global issues and adapt to current conditions. AIESEC utilizes and realizes that adapting appropriate programs is a challenge, but they can develop and will continue to evaluate how to create a program that looks at the existing global conditions and even learns about it through the program that was formed. The process shown along with globalization has changed the shape of human interaction and social relations (Terhi, 2012). This is supported by an OECD report that states that youth, especially university students, have the initiative to

carry out movements on global issues where rapid social change and increasingly global concerns involve young people embarking on leadership responsibilities while proving multicultural awareness, competency, and ethical systems.

2.5 Theoritical Assumptions

The research question in this research focuses more on the statistical proof of the correlation of University students' involvement in AIESEC and their public speaking ability. Similar research has been undergone to prove this assumption using the same approach, with the result on; most students face difficulties in public speaking due to the factor of not having enough opportunities to learn and practice public speaking in university life. This factor then contributed to the presumed effect of the low level of public speaking ability among Indonesian University students. Understanding the background of reason on the problem, to giving the solutions based on the wht it happens, will change this condition.

2.6 Hypothesis

Based on the theoretical assumptions stated before, the researcher draw the hypothesis of the research as:

Ho   : There is no correlation between university students' involvement in AIESEC on their public speaking ability.

HI   : There is a correlation between university students' involvement in AIESEC on their public speaking ability.

CHAPTER III

RESEARCH METHODOLOGY

This chapter present the research methodology, which covers the research design, research subject, data collection, procedure and data analysis.

3.1 Research Design

Research design is a critical component that is usually used in all research. The research design is a way to retrieve and examine the truth by using various methods following what is desired (Mukherjee, 2017). According to Almalki (2016), someone who will conduct research is expected to know about will be examined, they must understand which strategies should be used, and also must know the needs in conducting research such as approaches and tools to be used. In this research, the researcher used quantitative research. Quantitative is research that uses numerical or statistical research designs. Quantitative is usually known as research that uses specific hypotheses that are tested and then gets appropriate conclusions and to find out through various kinds of observations and data analysis (Almalki, 2016). In quantitative research the study does not depend on the researcher, but the data collected through objectivity; therefore, the findings obtained through quantitative are predictive, clear, and confirmatory (Marvasti, 2018). The researcher used quantitative research by

collecting the data using questionnaire and public speaking performance in oral test of AIESEC members and AIESEC alumnae to investigate whether the University students' involvement in AIESEC correlates towards their public speaking ability.

As its design, the researcher used expost de facto design. According to Lammer & Badia (2005), an expost de facto design imitates a true experiment in that it makes comparison between individuals who belong to different groups but have identical backgrounds and different prevalent conditions which are a direct function of their nature histories, Lammer & Badio also said that in an expost facto research design, the researcher does not exercise control over the independent variable. By this statement, it is important to determine the dependent and independent variables before kickstarting experimental research. The independent variable (X) of this research is the university student involvement in AIESEC, while the dependent variable (Y) is students' public speaking ability. There are several types of the experimental design, according to Ary, Jacobs, & Sorensen (2010) types of experimental design mentioned as follows: pre-experimental design, true experimental design, factorial design, and quasi-experimental design.

3.2 Research Subject

The research had 30 sample students who come from different faculties at Lampung University. The sample students were considered to be actively participating and engaged with AIESEC. The number of the sample student was

filtered by having the students with 1-4 years of experience in AIESEC as the population. It is necessary to filter and decide the sample of respondents, therefore the researcher has decided to use Clustered Sampling as the method in determining the sample. According to Taherdoost (2016), cluster sampling is where the whole population is divided into clusters or groups in which it has been naturally formed. Clustered sampling allows the researcher to select an existing cluster as the sample. Clustered sampling has the weakness of not being able to cover all the representatives' population such as grade and class diversity, but this method will minimize the knowledge gap of the subject and is efficient in terms of time.

3.3 Technique and Instruments

The data were collected by using 30 items of questionnaire and public speaking performance in oral tests. A questionnaire is a research instrument consisting of a series of questions to gather information from respondents (Saul, 2018). According to Saul (2018), the questionnaire provides a relatively cheap, quick, and efficient way of obtaining large amounts of information from a large sample of people. The questionnaire was made by adapting the assessment survey of organizational involvement by Glisson (2007). The questionnaire was made up of 30 items that refer to public speaking and students' involvement in AIESEC rated on a 5-point Likert-type scale, ranging from strongly agree to strongly disagree. The distribution of the research was conducted online, so the researcher

was approaching the respondents one by one using Whatsapp as the communication platform.

Here, the researcher used Likert scale questions to find out how the respondent feel, think or what they believe in University student's involvement in AIESEC toward their English public speaking skill. Likert scale questions can be used to determine the level of agreement, satisfaction or perceiption, also it offers a range of answer options from either end of the spectrum for the respondents to choose from (Adi, 2023).

Scale	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Score	5	4	3	2	1

Table 3.1 Scoring Rubric of Questionnaire

To assess their English public speaking, the researcher used an oral test. According to Hughes (1989), oral test is an appropriate test when the teacher wants to see the students' ability in performance. O'Malley and Pierce (1996) suggested several kinds of performance assessment: oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, and story or text retelling. This research had a video clip as the assessment in which the students got asked to have free speech on certain themes. The video clip had submitted with a length minimum video of one minute. The Students' results

from performance assessments were recorded, and the result was given to the assessors for scoring.

This indicator of success of this research is based on public speaking competency rubric by Lisa (2010) with adjusted components and customed explanation as follows:

Perfomance Standards				
Advanced 4	Proficient 3	Basic 2	Minimal 1	Deficient 0
The Components				
1. Formulates an introduction that orients audience to topic and speaker				
2. Uses tone, speed, and volume as tools				
3. Speaks clearly with appropriate vocabulary and information				
4. Appears comfortable with audience				
5. Skillfully make use of visual aids				
6. Demonstrates a careful choice of words				
7. Effectively uses vocal expression and paralanguage to engage the audience				
8. Demonstrate nonverbal behavior that supports the verbal message				
9. Successfully adapts the presentation to the audience				
10. Constructs and effectual persuasive message with credible evidence and sound reasoning				

Table 3.2 Scoring Rubric of Public Speaking Oral Test

3.4 Data Collection

Data collection is how to compile the data by gathering and searching for information about University students' involvement in AIESEC toward the correlation of their public speaking ability. In this research, the researcher

distributed the questionnaire and public speaking performance in oral test in order to collect the data.

3.5 Procedure

In order to analyze the result dealing with its procedures to maintain a good process, the researcher conducted this research using the following steps:

1. **Determining the problem**

   The research problem of this research is to find out how do the University students' involvement in AIESEC correlates to the students' English public speaking ability.

2. **Determining the research design**

   In this research, the researcher uses quantitative research. The researcher uses quantitative research by collecting the data using questionnaire and performance in oral test of AIESEC member in University of Lampung to investigate whether the University students' involvement in AIESEC correlates towards their public speaking skill.

3. **Determining the population and sample**

   The population of this research is university student who is engaged in AIESEC programs or became the member of University students' involvement in AIESEC.

4. **Determining the research instruments**

   The instrument is the form of the questionnaire and oral test perfomance, where the respondents are invited to fulfill the Google form of

questionnaire which adapted from the assessment survey of organizational involvement by Glisson (2007) and the oral test which adapted from the public speaking rubric by Lisa (2010). The researcher used Likert scale questions to find out how the respondent feel, think, or what they believe in University students' involvement in AIESEC toward their English public speaking skills. The researcher also used an oral test to assess the students' public speaking ability.

5. **Administrating the questionnaire**

The respondents were subjected to the questionnaire without any treatment. The researcher gives the questionnaire by provide an online google form.

6. **Collecting the data**

After distributing the questionnaire and collecting students' public speaking performance, the data from the respondents would be assessed.

7. **Analyzing the data**

The data of questionnaire were analyzed by defining the questions; collecting the data; reading the data; summarizing and sorting the data; the last step which was displaying the data by providing a table and description. Furthermore, the data of public speaking performance were analyzed by two selected assessors. The data of the result was analyzed using product moment correlation in SPSS 26.

3.6 Data Analysis

Data analysis is the step to analyze the data from the result of questionnaire and public speaking performance that can be easy to understand by someone (Sugiyono, 2016). In this research, the result was step-by-step approached by:

1. Defining the questions of questionnaire and defining the requirement for the public speaking performance submission. Start by selecting the right questions. The researcher should create measurable, clear, and concise questions.

2. Collecting the data. By this step, the researcher had to collect the data of questionnaire and public speaking performance from the respondents. Reading the data that would be used, and making the data reduction by summarizing and sorting the correct data. Once the data were collected, the researcher need to conduct a deeper statistical analysis to sort the data according to two variables. The data was analyzed using product moment correlation in SPSS 26.

3. Data analysis technique for the result of questionnaire is descriptive percentages. The formula is follows:

$$Mx = \frac{\Sigma x}{N}$$

Where, Mx = mean (percentage)

X = Total of variable

N = Total number which observed

4. Displaying the data by providing a table and description. After analyzing the data, the researcher had to interpret the result to reach up a productive conclusion.

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

After having to conduct the research with a University student that is engaged with AIESEC, the researcher has come up with the conclusions. First, the University students' involvement in AIESEC correlates to students' public speaking ability at Lampung University. 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.

5.2 Suggestion

Based on the conclusion mentioned above, there are several suggestions that can be put forward from this research:

1. 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.

2. 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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