

Improving Students' Speaking Skill through Public Speaking

Ni Nyoman Ayu Tri Hidayanti^{1✉}

English Department, Bali Dwipa University¹

✉Jl. Pulau Flores No.5, Dauh Puri Klod, Kec. Denpasar Barat

E-mail: ayutri976@gmail.com

Abstract - The purpose of this study was to observe and investigate the effectiveness of public speaking (PS) in improving speaking skill of Gapura's students in Kampung Inggris Bali, in Perean, Tabanan, Bali. More specifically, this study analysed whether or not the PS model was effective. PS model is a model on which learners were trained to choose a certain topic following a number of steps including, 'reading', 'memorizing', 'delivering', effective to improve students' speaking ability. The topics to be delivered were about famous persons including leaders, artists, actors, actresses, singers, influencers all over the world etc, who give positive effect to the world, give good motivation, inspiration, or insight to the audience. The participants were 16 Gapura's students, 6 boys and 10 girls. Some of the students were fresh graduated of aviation vocational school and later will be called as beginners, and the rest were under graduate students (IT and economy program) and will be called as advanced students. The observation on model was held for two weeks. Adopting a case-study approach, data were collected from surveys, observation, documentations, note-taking, interviews, and questionnaire. The data were analysed qualitatively. The result of analysis indicated that the public speaking model of learning was marvellous to implement to the beginners as well as the advanced students. The beginners were found more motivated in study. They were proved to be able to improve their pronunciation, grammar, vocabulary, to enrich reading, listening, translating, communication ability, as well as to upgrade their self-confidence. However, the advanced students could memorize the text, enrich vocabulary, improve their grammatical competence and master the text more perfectly.

Keywords: *effective teaching model, public speaking, vocabulary, pronunciation, memorizing.*

1. INTRODUCTION

Higher Education is not merely a place to explore student academic skills, but it also offers a big opportunity for the students to dig more on their non-academic skills by actively following organizations, projects or events. Thus, the skills obtained after graduation are not only in the form of hard skills, but also soft skills accompanied with experiences. This is especially beneficial for vocational college students who are more oriented to the applied science rather than theoretical science (Ambiani & Lufri, 2020). Obtaining more experiences by joining various activities whether inside or outside of campus will support them to improve their self-confidence, broaden their knowledge and experience, sharpen their personality as well as social skill.

Most of the students are nervous standing on the stage especially in delivering their ideas and messages. Oral communication apprehension is a common problem affecting McCroskey (2013). Public speaking learning model is not about teaching technical skill only but also helping the students how to overcome their anxiety when they speak in front of the audience. Furthermore Wrench, Goding, Johnson, & Attias (2012) state that public speaking is a process of designing and delivering a message to the audience. Planning and organizing the topic or material are needed to be an excellent public speaker. He also states that three types of public speaking are based on the intended purpose: informative, persuasive, and entertainment. The purpose of the informative speech is to share knowledge with others. In the classroom, the lecturers share their knowledge to the students. Persuasive speaking is how the speakers try to persuade others. The speaker must convince, motivate, and invite the audience to change or move to be better. Then entertainment speaking involves organizing some events such as presenting and accepting awards, introducing wedding toasts, delivering eulogies at funerals and memorizing services to after-dinner speeches. At the same time, the students who have public speaking classes hold some benefits. These benefits include developing critical thinking, fine-tuning verbal and non-verbal skills, and overcoming a fear of public speaking.

2. RESEARCH METHODOLOGY

The research was descriptive-qualitative research which was in purpose to investigate whether PS model was effective to improve students' speaking skill. Thus, research result was delivered and displayed in the form of description through paragraphs. Research participants involved were 16 adult students who learned English to improve their speaking ability. The participants were built up of three different groups i.e., 4 participants were considered to be the most competent at English, 9 participants were fairly competent, and 3 were the least competent. They age range from 19 until 23 years old. Of all participants, 2 of them graduated from university majoring in economic and Information Technology.

Research data were participants' test score of first test (T1) and second test (T2). Data were taken into sessions. T1 was undertaken prior to the course and T2 was undertaken upon the course.

The participants were involved in two English courses, in the class English course and outside class English course. The participants were given a one-week in the class course which took place for 30 hours intensively. The outing class was taken for 10 hours. Apart from result of the tests, participants' perspective of the course using PS was also raised.

In its implementation PS model was used in every session of the course. In each day of the course, participants were involved in 5 sessions, such as morning class, article analysis, grammar class, speaking country, and shocking therapy. The morning class provided participants one hour chance to choose a topic to describe in front of the class. During the morning class session, instructor facilitated participants with some help for countering their grammar, vocabulary, pronunciation, and memorization difficulties. At the end of the morning class session, each participant was invited to explain their topic in front of the class. During the article analysis, participants were asked to take and analyse a short text of any topic. In this case participants were asked to read, analyse, memorize and explain in front of the class. Each participant was given 3 minutes to explain his/her topic in front of the class. Grammar class was also designed communicatively. In this session, each participant was asked to choose a simple topic related to grammar use. The participants were requested to indicate a grammar part to explain in the front class, such as a grammar part they are good at, a grammar part which they like, the grammar part they usually listen or find in texts they always read, or a difficulty they face in understanding a certain grammar part. With their chosen grammar, they were asked to find some information about the grammar in order for them to explain in front of the class. During understanding and practicing to explain their topic, the instructor helped them in the case of any difficult words to pronounce or an idea which was hard to explain. Each participant was also invited and given 3 minutes each to explain their topic.

In session of speaking country, participant was trained to do an impromptu speech. Each participant was given a topic related to one country in the world. The participant was asked to search information related to the country, such as location, people, language, capital city, product, specific culture and other related information. And finally, each participant was given 3 minutes each to explain about their topic and other participants were allowed to ask questions. And the last, the shocking therapy was also undertaken for an hour every evening of the weekdays. In this session, the impromptu technic was implemented. Each participant was given a topic related to hobby, favourite foods, drinks, sports and others. The topic was written in the form of card. Each participant called was asked to take one card and given 30 seconds to think before explaining it in 3 minutes before participants asked questions.

Scores of each participant was taken in each presentation and accumulated finally. The accumulation was analysed. Each student's score was analysed to see the trend whether or not it tended to improve or to decline. In addition to score observation, each participant was also interviewed to gain their perspective and opinion on the PS model. The accumulative scores of the participant were displayed in the table.

3. FINDINGS AND DISCUSSION

The researcher carried out research for Gapura’s students in Kampung Inggris Bali. There were 16 students participated as respondents in this study. In this session, the researcher talk about the results of the pre and post treatment. The purpose of this survey to ascertain how rapidly the Gapura’s students progress in speaking ability.

3.1 Findings

Table 1

No	Code	Public Speaking Score before treatment	Public Speaking Score after treatment
1.	S-1	85	90
2.	S-2	75	80
3	S-3	80	86
4	S-4	80	85
5	S-5	87	90
6	S-6	78	82
7	S-7	82	87
8	S-8	84	92
9	S-9	86	92
10	S-10	88	92
11	S-11	70	75
12	S-12	70	75
13	S-13	75	80
14	S-14	70	75
15	S-15	75	80
16	S-16	80	85
Total		1.265	1.346

- S-1 = Student 1

The descriptive analysis of the English Public Speaking treatment showed that almost all of the students had improvement in speaking ability. The writer found that how come almost all of the students had rejoice improvement, were as the following: they chose topics which were familiar for them, good preparation, practiced a lot, given the tips how to be a natural speaker. All of them had big motivation to improve their ability, so that’s why they had better achievement.

Table 2

No	Code	Grammar accuracy score before the course	Grammar accuracy score after the course
1.	S-1	80	85
2.	S-2	70	76
3.	S-3	75	82
4.	S-4	75	80

5.	S-5	80	85
6.	S-6	75	82
7.	S-7	75	80
8.	S-8	80	86
9.	S-9	80	87
10.	S-10	80	85
11.	S-11	68	74
12.	S-12	68	75
13.	S-13	70	75
14.	S-14	68	74
15.	S-15	70	76
16.	S-16	70	75
Total		1.184	1.207

The descriptive analysis of the grammar accuracy showed that all of the students had better grammar. They minimized their error in grammar use during the course.

Table 3

No	Code	Sentence structure score prior the course	Sentence structure score during the course
1.	S-1	76	80
2.	S-2	72	75
3.	S-3	74	78
4.	S-4	74	78
5.	S-5	76	82
6.	S-6	74	80
7.	S-7	74	80
8.	S-8	77	85
9.	S-9	76	82
10.	S-10	75	80
11.	S-11	65	70
12.	S-12	65	70
13.	S-13	70	75
14.	S-14	65	70
15.	S-15	70	76
16.	S-16	70	75
Total		1.153	1.236

The descriptive analysis of the English sentence structure showed that all of the students had better sentence structure after one week treatment.

3.2 Discussion

As the result of the analysis of the data, the researcher got data from observing the class, interviews, note taking, documentation, as well as questionnaires. From the tables above, it can be shown that all of the participants had their own progress after treatment. They improved in all basic aspects of English, they are speaking, reading, listening, writing, and vocabularies. They had great motivation to reach better English. This can not be separated from their manager, friends, as well as instructors' support and motivation.

4. CONCLUSION

This research was conducted in Kampung Inggris Bali consists of a series of English-speaking activity that were intended to prepare the students to face communication challenges in their workplace in the future. The activity reviewed material related to choosing topic, reading, vocabulary, practice speaking a lot, and pre public speaking. In this study the writer and team used the learning methods that were considered fun and effective for the students.

Based on the results on the program held by the writer and team for students of Gapura at Kampung Inggris Bali, it can be concluded that the participants who lacked of self-confidence and motivation in speaking were now able to improve their abilities after participating in the program given. All of them had significant improvement. Those who had good basic English were able to elaborate their ideas, gave their best performance. While those who had a very standard English, were able to enrich their vocabularies, able to deliver better speech and message. And the lowest level students who were found calm, shy, and doubtful to speak were found enthusiastic and could perform better. They were able to made up their mind in developing topic they dealt with. They could produce sentences even though still simple and deliver them even though with not very standard pronunciation. In conclusion, the course with public speaking model helped the students improve their speaking ability, idea development, and braveness. In addition, they also could be more enthusiastic to develop and speak their idea.

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