TEACHING SPEAKING BY USING PUBLIC SPEAKING TECHNIQUE (A CASE STUDY AT SMP IT DINAMIKA UMAT)

Rosmawati1), Latifah2)
Universitas Pamulang: English Literature Department
Tangerang Selatan, Indonesia
dosen00608@unpam.ac.id

Article History	Abstract
	The spreading of COVID-19 pandemic has made the teaching learning process must be altered to be more creative ways. In teaching speaking skill, teachers must think of what teaching technique that can be effectively applied so that the students get fruitful results even though they have to study from home. That is, the objective of this study was to know how the teacher implement the teaching speaking technique by using public speaking during the pandemic COVID-19 and to find out the students' perspectives towards public speaking technique at the eight-grade of SMPIT Dinamika Umat in academic year 2019/2020. Qualitative method was employed in this study. In conducting the study, the data sources are obtained from the recording of students' speaking activity, the teachers' interview and the questionnaire to the teacher and the students. The theory of Zarefsky (2013) was used to analyze the public speaking implementation. As a result, the use of public speaking as the technique for teaching speaking at the eight-grade of SMPIT DINAMIKA UMAT is suitable for students to improve their speaking skills. Based on the techniques used by the teacher, the students give a good response. From the questionnaire, it revealed that the students were so enthusiastic in giving positive responses about the learning process and they agreed with the use of public speaking techniques as a means of learning speaking skill. But there are some students who are less responsive in using the technique because they do not have adequate facilities to record their public speaking activity during the online learning.
	Abstrak
	Pengajaran Berbicara dengan Menggunakan Strategi Berbicara (Studi Kasus di SMP IT Dinamika Umat) Tujuan dari penelitian ini adalah untuk mengetahui bagaimana guru menerapkan pengajaran keterampilan berbicara siswa dengan menggunakan teknik *public speaking* selama pandemik COVID-19 dan mengetahui perspektif siswa terhadap teknik *public speaking* di kelas VIII SMP IT DINAMIKA UMAT tahun ajaran 2019/2020. Metode kualitatif diterapkan pada studi ini. Dalam melakukan studi ini, sumber data diperoleh dari rekaman aktivitas berbicara para siswa, wawancara guru, dan angket yang diberikan kepada guru dan siswa kelas VIII SMP IT DINAMIKA UMAT. Teori Zarefsky (2013) digunakan dalam menganalisa penerapan teknik *public speaking*. Hasilnya menunjukkan bahwa penggunaan teknik berbicara di depan umum sebagai teknik pembelajaran bahasa Inggris yang cocok untuk siswa untuk meningkatkan keterampilan berbicara mereka. Hasil angket menunjukkan bahwa siswa sangat antusias dan memberikan respon yang positif proses pembelajaran dan para siswa setuju bahwa dengan penggunaan teknik *public speaking* sebagai sarana pembelajaran keterampilan berbicara. Akan tetapi beberapa siswa menunjukan kurangnya respon karena mereka tidak memiliki fasilitas belajar yang memadai untuk merekam kegiatan *public speaking* selama pembelajaran daring.

Introduction

Second language acquisition has become the demand of any aspect of life in recent years, whether it is in educational, business, or social life. No wonder the rapid growth in the number of people who learn English as a second language or as a foreign language can be seen significantly. And in Indonesia, English is considered a foreign language. Moreover, it is one of the main subjects which are learned by students from elementary up to university.

According to (Harmer, 2007, p. 343) if students want to be able to speak fluently in English, they need to be able to pronounce correctly, use appropriate stress and intonation patterns and speak in connected speech, but there is more to it than that. Speakers of English language will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies.

In learning English, the students have to master not only theories of language and grammar knowledge but also language skills: listening, speaking, reading, and writing. And from those four skills, speaking proficiency is the biggest hope to be mastered. Thus, teaching speaking gets tremendous attention from many language experts and speaking activities are designed to gain communicative goals. In order to fulfill the need of learning English, the formal or non-formal institutions competitively carry out special techniques in teaching speaking.

Accordingly, the ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life (Kayi, 2006). Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired.

However, getting students to speak is not always easy and runs smoothly. Students are often reluctant to speak because of some reasons, such as the lack of knowledge about the language and the shyness to express themselves in front of other people. The learning process in the middle of COVID-19 pandemic also gives more challenges on how to keep the students have good understanding and sufficient speaking practice even though they have to study from home. Students have to use media and technology to enhance the quality of learning speaking skill in the online learning era (Utami, 2021). In such situations, for helping students acquire their ability in speaking, teachers should find the strategies and techniques to make a good speaking class atmosphere. Students, however, sometimes will find themselves in one situation where they have to speak in front of the public (Dansieh, Owusu, & Abudu, 2021). Public speaking exercises can be used well in teaching speaking. Moreover, public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listeners (Zarefsky, 2013). There are seven elements of public speaking (Ghaz, 2019):

1.   Speaker
The speech communication process starts with the speaker, the person who initiated the conversation or talk. The success of the talk will be based on the credibility, preparation, and knowledge of the speaker about the topic.
2.   Message
The message refers to whatever the speaker is telling the audience about as a certain topic. Speakers should deliver it in a clear way for it to reach the listener in the same way the speaker is trying to convey.
3.   Channel
The Channel refers to the thing that makes communication or conversation possible.
4.   Listener
The listener is the receiver of the message on the other end of the line. In public speaking, the crowd and everyone who gets to hear your message are the listeners in the process.
5.   Feedback
The feedback refers to the response of the listener or the receiver of the message based on the post. It may be verbal or non-verbal.

6.   Interference

Interference is anything that affects the communication process. It may be internal or external. The former may include the relationship between the speaker and the listener while the latter may include what's going on around.

7.   Situation

In the communication process, the situation refers to the time and place where the conversation happened. It is the physical setting of the event.

Hence, Khayatun (2018) conducted a study MAN 2 Kudus in which the teacher used public speaking techniques and asked the students to make an introduction, describe people or objects, share a novel review, and deliver a speech. Moreover, Radhiyah (2017) conducted her observation on public speaking skill at UIN Ar-Raniry to find out the students' perception on how the students feel and how they cope with difficulties in English Public Speaking (EPS) class. Azizah (2019) focused her study on observing public speaking through presentation techniques for the students of Universitas Muhammadiyah Surakarta. Meanwhile, this study observed the implementation in teaching speaking by using public speaking technique that is recorded in a short duration video to enhance students' speaking skills in eighth grade of SMP IT DINAMIKA UMAT. This study also finds out the perceptions from the teacher and students stand points toward the implementation of public speaking technique.

Concerning the above phenomena, two research questions are formulated. The first is how the teacher implements public speaking techniques in the eighth grade of SMP IT Dinamika Umat. And the second is what the students' perspectives towards public speaking techniques used by the teacher at eighth grade of SMP IT Dinamika Umat. Then, the results of this study are to find out the teacher's implementation when teaching speaking by using public speaking technique at eighth grade of SMP IT Dinamika Umat and to identify the students' perspectives towards public speaking technique used by the teacher at eighth grade of SMP IT Dinamika Umat. Through this study, other researchers who are interested in conducting an observation on language learning can have some insights about public speaking technique. And to the readers, this study can be fruitful to give reference on how to apply public speaking techniques to enhance their speaking skill.

Methodology

The approach of the study used qualitative research. In which Creswell (2007, p.51) states that researchers collect data in natural settings with a sensitivity to the people under study, and they analyze their data inductively to establish patterns or themes. The final report provides for the voices of participants, a reflexivity of the researchers, a complex description and interpretation of the problem, and a study that adds to the literature or provides a call for action. Public speaking technique was chosen as the subject of the study. Meanwhile, the data sources were taken from 28 students' public speaking video recording of the eighth grade at SMP IT Dinamika Umat, the students' and teacher's questionnaires, and the teachers' interview as the case study. Case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes (Creswell, 2007, p. 73).

Conducting a survey, interviewing the teacher, and giving questionnaires to the teacher and the students were the procedures of the data collection. The instruments used to collect the data were the interview via WhatsApp call and questionnaires in Google form. The data that have been collected were analyzed by describing in detail about the instruction that the teacher gave to the students to share how the teacher implemented the public technique, classifying the

questionnaires result in a form of tables to share the students' perspective towards public speaking technique.

Finding and Discussion

Due to the spreading of covid-19, the teacher used public speaking as a technique to teach speaking skills for students at eighth grade of SMP IT Dinamika Umat. In which, the teacher states in the interview:

"I think public speaking is the courage and confidence of someone in conveying information. This is one of the techniques I use to make the students more active in English speaking. Indeed, speaking in front of many people is not easy because it requires courage and strong self-confidence. Therefore, I took the initiative to use this technique as the way for me to improve the students' speaking ability".

"Public speaking as a powerful form of communication that includes a speaker who has a reason for speaking, an audience that gives the speaker attention, and a message that is mean to accomplish a specific purpose" (O'Hair, D & Wiemann, M, 2012)

From the elaboration above, it can be assumed that it is beneficial to teach speaking by using public speaking techniques because with public speaking the students will understand more on how they feel about their performance. It is suitable for students to prove their confidence in speaking English.

The teacher implemented the public speaking technique by doing three activities. The activities are opening, preparation, and practice. The opening was given through a WhatsApp group. The teacher greeted the students and asked about the students' condition. Then the teacher explained about the topic they would have in speaking activity using public speaking technique. The topic given was talking about the activities during staying at home due to the spreading of COVID-19 virus. The speaking activity must be recorded and submitted on the next day through Google Classroom platform.

In the preparation activities, the teacher gave some instructions as the following:
1. Introduce yourself
2. Explain some activities that can be done while staying at home to avoid feeling bored.
3. Make the interesting and creative video as possible
4. show your confidence through this video
5. Make a one-minute-talk video
6. Send the videos through Google classroom with the code: fw7dom6.

In the practice activity, the students send their public speaking video to the Google classroom platform and the teacher gave his comment about the students' speaking activities in Google classroom.

Moreover, as part of the observation fulfillment, the writer gave questionnaires to the students to get the responses in speaking activities with public speaking technique. The questionnaires were given by using Google form to 28 students. Part A of the questionnaires is answering Yes/No questions. The following is the result of questionnaires part A:

Table 1. Questionnaires Result for Yes/No questions

Comments	Yes	No

Do you like speaking skills?	26 students	2 students
Do you like the technique of public speaking that is used by the teacher to learn speaking skills?	26 students	2 students
Do public speaking techniques improve your speaking skills?	28 students	
Has your teacher given a clear explanation before applying the technique?	28 students	
Do you have difficulty in using public speaking techniques?	20 students	8 students

The result of yes/no questions reveal that 26 out of 28 students like public speaking technique. All of the students considered that the teacher has given a clear and they feel the improvement with their speaking skill. However, 8 out of 28 students found difficulties in using public speaking techniques. It can be assumed that the students felt that the public speaking technique is interesting and useful to improve their speaking skill.

Meanwhile, the kind of questionnaire part B is defined as two questions. The question number one is answered by Yes/No and the reasons from the students' response related to their speaking class by using public speaking technique. Meanwhile, question number two is answered by giving the student's opinion about speaking activities with public speaking techniques. The results are as follow:

Table 2. Questionnaire Results for Students Yes/No and the reasons

Question	Yes	No	Reasons
Do you like public speaking? Give your reasons!	19 students	9 students	a. It Is good b. Students like it c. Can improve students' confidence d. It enriches students' vocabulary e. It can improve students' speaking ability f. It made students' brave to speak g. It is difficulties

Table 3. Students' Opinions about Speaking Activities with Public Speaking

Question	Answer	Respondents
What do you think about speaking class with public speaking techniques in your class?	● It is wonderful ● It gives knowledge ● It makes speaking skill better	1 Student 1 Student 1 Student

	● It enriches vocabulary ● It is difficult ● It gives more confidence ● Public speaking is a good technique	3 Students 4 Students 7 Students 11 Students

After giving the questionnaire to the students, the writer also gave the questionnaire to the teacher to find out about teaching speaking by using a public speaking technique from the teacher's point of view. The response from the teacher's standpoint can be seen on the appendix and also in the table below.

Table 4. The Questionnaires Result from the Teacher's Standpoint

Question for the Teacher	Yes	No
Did you give a comprehensive explanation to the students before speaking class?	√	
Do you think speaking activities with public speaking technique is fun for the students?	√	
Can the students communicate fluently and accurately with public speaking techniques?	√	
Did the students have difficulties in learning speaking with public speaking techniques?	√	

As one of the stages in learning on the problem of this pandemic situation, the students' speaking activity still needs to be tested to improve their speaking ability. Then, the teacher gave comments and scores to the students' speaking activities during the quarantine. The data of the observation was taken from the videos uploaded in the YouTube channel and the teacher's data due to the conditions that do not allow for face-to-face with the students.
Based on the data above it can be pointed out that about some points:
a.   The material
Realizing the need to provide suitable material to get the best results in a pandemic situation, the teacher chose the topics that were interesting and suitable to improve their speaking skill. During the activities, the teacher provided the students with public speaking techniques to show their confidence and how to express their skills.
b.   Students performance
In practicing public speaking, the students must catch the simulation and show their speaking confidence. Thus, the students can operate with their vocabulary and grammar function accurately and fluently. The meeting between the teacher and the students used Google classroom platform because there was no meeting in the class. And the students were asked to make a video with the topic given. So, the teacher used public speaking as the technique. Public speaking aimed to provide the students with bravery in speaking in a foreign language. And the expression has enabled the students to respond to each other related to the topic. Some students who have the ability and creativity in developing their speaking skills could make a good video with longer duration. On the contrary, some of the students only have a short video duration. Though, most of them performed in front of the camera confidently and without hesitation. However, the students were still confused about how to produce good pronunciation and made a few grammar mistakes. Generally, some grammar and structure errors appeared during the students' performance. Nevertheless, some of them could carry out the performance directly.
c.   Students' mistakes in speaking activities

Making mistakes during learning speaking activities cannot be avoided by students. Some grammar and pronunciation appear when they speak the English language. And, the teacher gives motivation to the students.

d.   Teacher's feedback during speaking activities

Providing Feedback is part of speaking activities. And, regarding this matter, the teacher gives compliments to the students when they are good in speaking with correct grammar. Moreover, the teacher also corrected the students' mistakes from the aspect of what they are doing correctly or incorrectly in grammar, pronunciation and body language. And told the students with the correct sentence related to their videos.

And then, based on the results of the questionnaires, it can be analyzed that most of the students have good responses to the public speaking technique in the videos they made at home with the same topic. The reason was mostly because public speaking was fun learning and the teacher had given a clear explanation before applying the technique. Furthermore, since they have made the public speaking scripts as their speaking preparation, they have known what they had to say so it is easy for them to perform the public speaking well. Besides, the students also felt the progression with their speaking by using public speaking techniques. On the other hand, a small percentage of students faced problems related to the difficulties in remembering what they had memorized. Also, one of them feels down and insecure when he forgets.

Conclusion

Based on the condition of the pandemic situation, the teacher must have creative ideas to keep the students enthusiastic in the learning process by using online learning from home. Therefore, there are three points that can be summed up. Firstly, the results of applying public speaking techniques to teach speaking skill to eighth grade students of SMP IT Dinamika Umat is suitable and beneficial to improve students' speaking skill. Secondly, the questionnaire results revealed that the students gave positive responses toward public speaking technique because it can build their confidence when speaking in English and the teacher's clear explanation helps them to understand this speaking technique. Though, the students' difficulties also appeared during speaking activities during online learning. The students who felt unwilling with their speaking on the videos become bored and lazy to show their speaking ability. Others who live in the dormitory felt that English subjects became uninteresting. They do not have the facility to make the video recording since they are not allowed to use hand phones in the dormitory. Therefore, this study contributes to describe how teaching technique through public speaking can be a good option for the teacher during pandemic Covid-19. By using and sending video recordings to the teacher for their public speaking activity, students can keep on practicing their speaking skill from home.

References

Azizah. (2019). *Technique Used by The Teacher in Teaching Public Speaking for the 2nd Semester Students at Muhammadiyah University of Surakarta in Academic Year 2018/2019* (Undergraduate theses). Muhammadiyah University of Surakarta.

Creswell, J. W. (2007). *Qualitative Inquiry & Research Design Choosing among Five Approaches 2nd ed.* Sage Publication.

Dansieh, S. A., Owusu, E., & Abudu, G. (2021). Glossophobia: The Fear of Public Speaking in ESL Students in Ghana. *IDEAS SPREAD*, 22-35.https://doi.org/10.30560/lt.v1n1p22

Ghaz, S. (2019, April 2). *Speech Communication Process: List of 7 Public Speaking Elements*. Retrieved November 11, 2021, from https://philnews.ph/2019/04/02/speech-communication-process-7-elements-public-speaking/

Harmer, J. (2007). *The Practice of English Language Teaching 4th ed. .* Pearson Longman.

Kayi, H. (2006, November). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. Retrieved October 9, 2021, from The Internet TESL Journal: http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

Khayatun, Nor. (2018). *The Program of Public Speaking to enhance the Students Speaking Ability* (Theses). Universitas Muria Kudus

O'Hair, D & Wiemann, M. (2012). *Real Communication: An Introduction (2nd ed.).* ST. Martin's.

Radhiyah, Ayu Ms. (2017). *Exploring EFL Students' Perception on Public Speaking Class.* (Undergraduate Theses). Ar-Raniry State Islamic University, Darussalam Banda Aceh https://repository.ar-raniry.ac.id/id/eprint/2464/1/PDF GABUNG.pdf

Ur, P. (1996). *A Course in Language Teaching.* Cambridge University Press.

Utami, B. N. (2021). The Use of Media and Technology to Enhance English Speaking SKill During the Pandemic of COVID-19 Era. *ICONNECTS 2021 International Conference on Education of Suryakancana* (pp. 17-26). Iconnects Proceeding.

Zarefsky, D. (2013). *Public Speaking: Strategies for Success. .* Pearson 3th ed.