

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Integrating 4C Skills in Teaching Public Speaking

a. Communication Skill

During this pandemic everything is going online. Education is not the exception to get the impact of the pandemic. Universities, schools, and other courses have been operated by applications that are supporting the teaching and learning process, such as Zoom, Google Meet, Telegram, Whatsapp, and the other social media. In Public Speaking class, the learning materials about virtual public speaking have been added by the lecturer. It is aimed to prepare the students in this new normal and also there are workshops and seminars virtually, so the students are expected to be well-prepared for those virtual meetings. Not only to get ready, but also the students are supposed to know how to do those virtual stuff.

The lecturer used ICT (Information and Communication Technology) for many of the activities that have been conducted in the teaching and learning process. Because using ICT can increase and improve the possibility of communication between students, not only in classroom, but also in the bigger scale, around the world. In this case, the lecturer used Telegram as the main place and the information center,

where the lecturer and the students have groups to share learning materials, link of youtube videos, and other informations. The ICT application enables the students to access the digital materials and use them to communicate with other students which live in the other regions and even provinces. In addition, the lecturer also used Google Meet application to support the teaching process. In Google Meet, the lecturer and the students could have more intensive communication because it enables the participants to see each others' facial expression and gestures, also to listen to each others' voices.

The first meeting of Public Speaking class, the lecturer and the students had an introduction to begin the class. The lecturer gave the students a demonstration how to introduce themselves with a good intonation, and then the lecturer asked the students to send voice notes to introduce themselves.

In the process of teaching and learning at Public Speaking class, the lecturer and the students are really interactive and communicative. When it comes to a certain topic of discussion, the lecturer gave the students time to share their thoughts about the topic, and the discussion was going well. The lecturer also asked the students if they had questions for the lesson they learned, and some students kindly asked what they did not understand yet.

Making a short record of introduction and presentation was also included to the activity. The students sent voice notes to introduce

themselves and express how they feel during this pandemic. They also explained the condition in their environment with a water voice expression that the lecturer had already demonstrated.

In order to make the students practicing communication skill and exploring critical thinking skill, the lecturer asked them 2 questions that should be answered via voice notes :

1. In your opinion what is the goal of learning public speaking?
2. Is learning public speaking beneficial for the future teacher to have public speaking skill?

Here are some of the answers from the students through voice notes:

1. MH: *“In my opinion, the goal of learning public speaking is to improve communication skill and offcourse it is beneficial for future teachers to have public speaking skill as communication skill is crucial for personal and professional success, and I think improving this area is one of the greatest benefits of public speaking.”*
2. YS: *“The goal of learning public speaking is to communicate effectively and with confidence so we can deliever our meanings well to the communicants, and indeed it is essential for teachers to have public speaking skill.”*
3. MR: *“The goal of learning public speaking for me is to become speaker who is the center of attention of the participants or people who see me, because that ability is very difficult to have. Someone can speak fluently in public, but being the center of attention when*

speaking, that is what I think is the purpose of this skill. Offcourse, this is very beneficial for the lecturers.”

After all students sent voice notes, the lecturer asked them to give a comment for their friends' voice notes. It can be a compliment or a feedback to improve their friends' work. The lecturer also gave the students tips how to manage the nervousness in public speaking, like adjustment, warming up, changing body language, and stomach breathing. At the end of the meeting, the lecturer assigned the students to check on news anchor or host, and choose their favorite one. By all those activities that the lecturer has conducted, communication skill has been integrated in the process of teaching public speaking.

b. Creativity Skill

In this digital era, the students explore the speaking skill by making a video and upload it on youtube and the other platforms, so besides improving the students speaking and creativity skills, the students also can give informations to public in the videos they make. For example, the students make a video to present a certain topic using the techniques of presentation that have been explained by the lecturer. The other example, the students are asked to make podcast with educational topic on anchor.fm application. This activity basically make the students explore creativity and collaboration skills, so the researcher also put the explanation about the podcast in collaboration skill.

The students have improved the creativity skill in the activity that has given by the lecturer. The lecturer explained and gave a model of visual impact and the techniques for opening in presentation. In order to develop the students' creativity, the lecturer gave an assignment to pick one technique from the 9 techniques that have been explained, to open presentation that the students should record. Opening presentation can be considered as GISI which stands for Greeting, Introduction, Story Telling, and Interaction. Here are the 9 techniques of opening presentation that have been explained in the public speaking class:

1. Visual Impact (greeting and mention your name, topic or title of presentation, agenda or sub-topic).
2. Powerful Question (to catch the attention of audience by asking them powerful question).
3. Audience Participation (get the audience to take part of your presentation).
4. Story Telling (it can be personal story, historical story, etc).
5. Four statements (positive-positive-positive-negative or negative-negative-negative-positive).
6. Compliment (throw some sweet words to compliment audience).
7. Fact (provide up-to-date and credible facts).
8. Quotation (quote a famous person's sentence that is related to the topic).
9. Humor (create a good impression by making the audience laugh).

Those 9 techniques of opening presentation can be used by the students to make them better in presentations they deliver.

Topic of vocal variety is also really helpful for the students to explore their ability to produce different sound depends on the occasion and the topic they deliver. They are taught about variety of vocal and how to make the sound. When they know the basic of vocal variety, they can even develop and add some characteristics of their own way to produce vocal. It really helps the students to be more creative in learning Public Speaking. The lecturer has integrated creativity skill in teaching public speaking by the activities in the class.

c. Collaboration Skill

In the next meeting after the assignment of opening presentation, the lecturer divided the students into groups consist of 3 students to analyze the work. The lecturer provided the points that the students needed to consider in order to analyze the assignment, such as:

- 1.) What is the technique used by the presenter in the opening of presentation?
- 2.) How did the presenter use the technique? (excellent / very good / good / poor) Give your reason!
- 3.) How did the presenter use virtual background (include the lighting)?
- 4.) Give your advice to improve their performance!

In this meeting, the students basically used their critical thinking to analyze the assignment, and collaborated with their friends to do the work

together and get the common goal of the lesson. By pairing the students to analyze their work, collaboration skill has been integrated in the teaching public speaking.

In order to add more activity for collaboration skill, the lecturer asked the students to make podcast. One of the podcasts that the researcher listened to, was created by AJ from class A. The student collaborated with LAR, a student in different academic year. The podcast can be accessed on spotify, and it discussed about volunteering experiences. Podcast activity is really helpful for improving, exploring, and increasing the students' collaboration and communication skills. This is also the example of ICT application that the lecturer conducted in Public Speaking class.

d. Critical Thinking Skill

In this condition that everyone should remain indoors and stay home, many activities that used to be offline now become online. The lecturer started to ask the students if they prefer direct communication or virtual communication. The researcher has collected some samples of the students' answers by voice notes:

1. AQ: *"I prefer to use direct communication, Ma'am. Because I think using direct communication is more challenging than virtual communication."*

2. A: *“Personally I tend to use direct communication because when we learn face to face, it will be more effective than just in virtual communication.”*
3. SN: *“I prefer direct communication, Ma’am. Because we can express and look at the person, so that there will be no miss-understanding between you and me.”*

The activity basically integrated communication and critical thinking skills, because the students express and communicate their opinions about the topic and they should think critically to reason for what they chose.

The meeting when they analyzed their friend’s work also developed their critical thinking skill. Analyzing the assignment and considering some points require critical thinking skills to grasp the real meaning and get the actual goal of the activity. The supporting statements from theory in chapter 2 that can be the indicators of critical thinking development is that critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment, University of Sydney (2014). Basically the activity engaged the students to be reflective, reasonable, and rational.

The lecturer also gave an explanation about personal branding, which the students filled a form of determining their personality. Each type of personality (Sanguine, Choleric, Melancholic, and Phlegmatic)

has two sides, 'sunny side' and 'shadow side'. Sunny side is good aspect that can be found in each type, while the shadow side is the opposite of sunny side. In the meeting, the lecturer engaged the students to think critically how to get each side balanced.

To make the students think critically, the lecturer basically asked them questions and asked them to answer it through voice notes. In the topic of vocal variety, the lecturer asked the students the difference between pitch, volume, and tone. The lecturer also explained to the students about the speed when we talk, so the listeners would understand easily. By doing the activities, the students have improved and explored their critical thinking skill that has been integrated by the lecturer in teaching public speaking.

2. Challenges Faced by The Lecturer in Integrating 4C Skills in Teaching Public Speaking

As stated in theory, the 4C skills have their own challenge to integrate. In communication skill, the challenge to apply communication skill in oral is the sensitivity of the lecturers on students' understanding in language that is applied by the lecturer. While the challenge in written communication is technical writing includes grammatical, spelling and identify key points. Yet, the lecturer found nothing to worry about in the challenges of integrating communication skill in teaching public speaking.

Creativity skill has the challenge faced by the lecturer, like compared, contrast and classify ideas, using a creative digital material in teaching. The

lecturer also did not find any problem of integrating the creativity skill in teaching public speaking because the learning materials and the activities in the class were relevant to theory.

Recognize, analyze, evaluate, construct arguments, and identifying relevant examples are the challenges of integrating critical thinking skill in teaching material. Yet, based on the results of observation in the class, the lecturer could accommodate the relevant materials and activities in teaching public speaking to improve the students' critical thinking skill.

According to the statement that the lecturer has given, collaboration is the most challenging aspect to integrate. The difficulty to integrate collaboration skill is even worse as the condition that is happening right now, where covid-19 in Indonesia, especially in Banjarmasin, spreads larger day by day and many people have been infected, so everyone is supposed to do many works at home and have everything online, to keep everyone save. This condition does not only affect the economy field, but also the education, like the system of teaching and learning. We used to study offline and get to meet everyone face-to-face, but now everything turned to be online. Meanwhile, the activity to develop collaboration skill of the students, such as pair work where the students can learn how to share ideas, try to blend in, and take responsibility, should be applied in offline meeting, so that the lecturer could monitor and control the students' work more effectively. Thus, several activities like practicing to be a master of ceremony with partner, working in

group, and face to face conversation that can improve the students' collaboration skill in offline class, can not be done in online class.

B. Discussion

1. Integrating 4C Skills in Teaching Public Speaking

a. Communication Skill

In the activity of improving communication skill of the students, the lecturer has given an example or model to the students about how to produce water voice to express themselves and explain how they feel. It is relevant to the theory that stated "As with oral communication, teacher gifted students need models of how to effectively communicate their deep thinking in writing," Winfree (2018).

Based on a theory in chapter II, the lecturer prepare the today's student to be able to articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; listen effectively; use communication for a variety of purposes in diverse environments. The lecturer also focused on building the students' confidence in public speaking, because when the students can speak confidently with good body language, facial expression, intonation, speed, and so on, the tiny grammatical errors does not seem any problem.

b. Creativity Skill

"In creativity, students will learn to get more information from digital material and they will train to ask something by related to the topic

and information during the learning process. In other words, digital material encourages students to read independently and holds student attention,” Ferlazo (2017).

In the process of teaching and learning, the students are pleased to ask questions about everything related to the topic. In addition, the lecturer provided the students the digital materials that are needed to train them to be more creative. The lecturer also helps the students to develop their relevant cognitive skills such as observing, questioning, comparing, contrasting, imagining, and hypothesising. The activity that is helpful for the students to develop their skill can be considered as 4 different pictures of background when we are doing online meeting or presentation, the students were stimulated to observe, question, compare, contrast, imagine, and hypothesize, which picture is appropriate to be used as background of online meeting or presentation.

c. Collaboration Skill

Based on the activity of analyzing each others’ work, the students are trying to collaborate with their friends to share their thoughts and learn to accept the opposing ideas. So they learn to find a way to figure it out as a group. As we can see this theory states the same idea, “In collaboration, students collaborate with their group in sharing ideas. The lecturers prepare students in part of team and create learning activities,” Burns (2016).

Collaboration skill is important because students will probably work with other people for the rest of their lives. Practicing collaboration helps students understand how to address a problem, pitch solutions, and decide the best course of action. It is also helpful for them to learn that other people do not always have the same ideas that they do. Yet, the activities that can improve collaboration skill in online meeting is not effectively done as offline meeting. That explains why in this online class, activity to improve the students' collaboration skill is limited.

d. Critical Thinking Skill

“In critical thinking, the process may include evaluating students' ideas, identifying students' ideas like compare the ideas from each student, giving problem solving when the students have difficulties in their task and the students also invite students to reflect the information in the end of the class,” Tam (2017). The theory describes some of the points in developing critical thinking skill are evaluating and identifying students' ideas, also giving problem solving for difficult tasks that the students have, which can be found in the process of teaching learning Public Speaking, where the researcher did the research.

Critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment. It can be found on the activity where the students worked in pair to analyze the other students' work. The lecturer always gives the students chance as well, to ask question when

they have something difficult to understand. In the topic of Understanding People and Personal Branding, the students asked about how to balance the 'shadow side' and the 'sunny side' in personality types material.

2. Challenges Faced by The Lecturer in Integrating 4C Skills in Teaching Public Speaking

“The challenges collaborative learning in teaching is to be a collaborator all the participants, being an efficient mediator and facilitator, use creativity technique in grouping students, Morze (2015, p. 201). So that, student teachers should manage the class well and ensure the students discuss and learning together in their group.”

According to the statment of the lecturer about the challanges faced in integrating the 4C skills, the system of teaching and learning process that has changed because of this pandemic makes several activities that should be applied in offline meeting can not be done. The change of teaching and learning process also affects the effectiveness of monitoring and controlling the students' work in online class.

Basically, each skill; communication, creativity, collaboration, and critical thinking skills have their typical challanges that are already stated in the findings, but the biggest challenge faced by the lecturer in integrating the 4C skills in teaching public speaking can be found on Collaboration skill.