

APPENDICES

Appendix 1 Transliteration

Al-Qur'an (Verse)	English	Indonesian
QS. An-Nissa: 63	"Only Allah knows what is in their hearts. Therefore, turn away from them, caution them, and give them advice that will shake their very souls."	<i>"Mereka itu adalah orang-orang yang Allah mengetahui apa yang di dalam hati mereka. Karena itu berpalinglah kamu dari mereka, dan berilah mereka nasihat, dan katakanlah kepada mereka perkataan yang membekas pada jiwanya"</i>

Appendix 2 Observation Sheet

Name : Yenni Mahrita

SRN : 190101030784

Title of research : Lecturer's Strategies in Improving Students' Public Speaking Skills in Public Speaking Course

According to Thornbury (2015), the lecturer can use the following strategy procedures to teach public speaking skills:

No	Strategy	Yes	No	Description
1	Transcripts and Recordings:			
	a. Gets ready the transcript and the tape recording			
	b. Students then listen to the tape recorder			
	c. Students use the transcript to imitate the conversation			
2	Live Listening:			
	a. Talks to the students for 1-2 minutes about a certain topic			
	b. Invites the students to ask something related to the topic			
	c. Invites students to discuss together			
3	Noticing-gap-activities:			
	a. Informs students about noticing-gap-activities			
	b. Gives students examples of the noticing-gap-activities			
	c. Explains the procedure for completing noticing-gap-activities			
	d. Creates student groups			

	e. One student selects something or someone and does not reveal it to anyone			
	f. The other students ask yes/no questions			
4	Drilling and Chants:			
	a. Instructs students on the activities			
	b. Gives examples of words or sentences related to the topic			
	c. Encourages students to imitate and repeat the teacher's pronunciation and intonation multiple times			
5	Writing Task:			
	a. Chooses topics that interest students			
	b. Explains the topic			
	c. Gives examples and context			
	d. Engage students in conversation and brainstorming sessions			
	e. Students can complete writing challenges individually or in pairs or groups			
	f. Encourages students to utilize their written materials as prompts			
	g. Provides feedback			
6	Dialogues:			

	a. Prepares certain dialogue topics			
	b. Informs students about the meaning of dialogue			
	c. Gives an example of the dialogue			
	d. Students listen to dialogue conducted by the teacher			
	e. Asks students to discuss the meaning of unfamiliar words and expressions in the dialogue			
	f. Asks students to practice dialogue in pairs or small groups			
	g. Gives students feedback on their dialogue performances			
7	Task Repetition:			
	a. Begins by clearly explaining a certain topic			
	b. Asks students to complete a certain topic individually, in pairs, or in groups			
	c. Provide feedback on students' initial performances			
	d. Asks students to repeat the topic			
	e. After the topic is repeated, provides more feedback			
	f. Encourages students to			

	provide feedback to each other			
	g. Allow students to perform the topic one last time			
	h. Assesses the efficiency of repetition in learning			
8	Presentation and talks: Pre-presentation activities: a. Gives a class assignment to students to make a presentation about a certain topic			
	b. Creates student groups			
	Presentation activities: c. Each group gives presentation in front of the class			
	d. Q&A session			
	e. Gives feedback and reflection			
9	Stories, Jokes, and Anecdotes: a. Selects the interesting topics			
	b. Asks students about their favorite jokes or interesting stories			
	c. Gives one example of a story, joke, or anecdote			
	d. Divides students into pairs or groups			
	e. Asks students to share their own topics			
	f. Allows students to share their own topic in front of the class			

	g. Discuss with the class what students learned from the activity			
10	Drama, role-play, and simulation:			
	a. Provides an explanation of the topic relevant to the lesson			
	b. Gives students examples of the topic			
	c. Asks students to find a script related to the topic			
	d. Students arrange every scene			
	e. Students take the roles related to the script			
	f. Gives feedback and reflection			
11	Discussion and debates:			
	a. Informs the explanation of the topic			
	b. Gives students examples of the topic			
	c. Gives students examples of the topic			
	d. Divides students into small groups consisting of 3-5 people			
	e. Gives student groups different problems, but still within the same material domain			
	f. Students discuss in groups			
	g. Each group conveys what they			

	discussed			
	h. Q&A question			
	i. Gives feedback and reflection			
12	Conversation and chat:			
	a. Informs students about the meaning of certain topics			
	b. Gives an example of the certain topic			
	c. Asks students to create a conversation script			
	d. Students practice the conversation with their friends			
	e. Gives feedback and reflection			
13	Outside-class Speaking:			
	a. Explains the importance of self-reflection in improving public speaking skills			
	b. Asks students to choose a topic they are passionate about or assign a topic related to the curriculum			
	c. Have each student record themselves speaking on their chosen topic for 3-5 minutes			
	d. Students submit the record to the teacher			
	e. Gives feedback and reflection			

Appendix 3 Observation Result

Name : Yenni Mahrita
 SRN : 190101030784
 Title of research : Lecturer's Strategies in Improving Students' Public Speaking Skills in Public Speaking Course

No	Strategy	Yes	No	Description
1	Transcripts and Recordings:	-	-	-
	a. Gets ready the transcript and the tape recording			
	b. Students then listen to the tape recorder	-	-	-
	c. Students use the transcript to imitate the conversation	-	-	-
2	Live Listening:	-	-	-
	a. Talks to the students for 1-2 minutes about a certain topic			
	b. Invites the students to ask something related to the topic	-	-	-
	c. Invites students to discuss together	-	-	-
3	Noticing-gap-activities:	-	-	-
	a. Informs students about noticing-gap-activities			
	b. Gives students examples of the	-	-	-

	noticing-gap-activities			
	c. Explains the procedure for completing noticing-gap-activities	-	-	-
	d. Creates student groups	-	-	-
	e. One student selects something or someone and does not reveal it to anyone	-	-	-
	f. The other students ask yes/no questions	-	-	-
4	Drilling and Chants:	-	-	-
	a. Instructs students on the activities			
	b. Gives examples of words or sentences related to the topic	-	-	-
	c. Encourages students to imitate and repeat the teacher's pronunciation and intonation multiple times	-	-	-
5	Writing Task:	-	-	-
	a. Chooses topics that interest students			
	b. Explains the topic	-	-	-

	c. Gives examples and context	-	-	-
	d. Engage students in conversation and brainstorming sessions	-	-	-
	e. Students can complete writing challenges individually or in pairs or groups	-	-	-
	f. Encourages students to utilize their written materials as prompts	-	-	-
	g. Provides feedback	-	-	-
6	Dialogues:	-	-	-
	a. Prepares certain dialogue topics	-	-	-
	b. Informs students about the meaning of dialogue	-	-	-
	c. Gives an example of the dialogue	-	-	-
	d. Students listen to dialogue conducted by the teacher	-	-	-
	e. Asks students to discuss the meaning of unfamiliar words and expressions in the	-	-	-

	dialogue			
	f. Asks students to practice dialogue in pairs or small groups	-	-	-
	g. Gives students feedback on their dialogue performances	-	-	-
7	Task Repetition:	-	-	-
	a. Begins by clearly explaining a certain topic			
	b. Asks students to complete a certain topic individually, in pairs, or in groups	-	-	-
	c. Provide feedback on students' initial performances	-	-	-
	d. Asks students to repeat the topic	-	-	-
	e. After the topic is repeated, provides more feedback	-	-	-
	f. Encourages students to provide feedback to each other	-	-	-
	g. Allow students to perform the topic one last time	-	-	-

	h. Assesses the efficiency of repetition in learning	-	-	-
8	Presentation and talks: Pre-presentation activities: a. Gives a class assignment to students to make a presentation about a certain topic	Yes	-	The lecturer gave students assignments to prepare presentations and use technology as a presentation medium with a motivational theme.
	b. Creates student groups	-	No	The lecturer allows all students to have their own stories and presents them in front of the class individually
	Presentation activities: c. Each group gives presentation in front of the class	-	No	Each student presented their own motivational story in front of the class
	d. Q&A session	-	No	There is no Q&A session
	e. Gives feedback and reflection	Yes	-	The lecturer gave praise to all students who had presented well and provided motivation to all speakers and moderators
9	Stories, Jokes, and Anecdotes: a. Selects the interesting topics	-	-	-
	b. Asks students about their favorite jokes or	-	-	-

	interesting stories			
	c. Gives one example of a story, joke, or anecdote	-	-	-
	d. Divides students into pairs or groups	-	-	-
	e. Asks students to share their own topics	-	-	-
	f. Allows students to share their own topic in front of the class	-	-	-
	g. Discuss with the class what students learned from the activity	-	-	-
10	Drama, role-play, and simulation: a. Provides an explanation of the topic relevant to the lesson	Yes	-	The lecturer provided an explanation of how to be a good Master of Ceremony
	b. Gives students examples of the topic	Yes	-	The lecturer gave examples of MC scripts and the practice of being an MC
	c. Asks students to find a script related to the topic	Yes	-	Students have prepared MC scripts from various types of MC
	d. Students arrange every scene	Yes	-	Students read the script while practicing the role of being an MC

	e. Students take the roles related to the script	Yes	-	All students acted as MCs for various events in front of the class
	f. Gives feedback and reflection	Yes	-	The lecturer praised students who had carried out MC practice and gave advice on how to become successful MC
11	Discussion and debates: a. Informs the explanation of the topic	Yes	-	The lecturer explained the meaning of podcast or channel podcast and also explained the explanation of podcast in education
	b. Gives students examples of the topic	Yes	-	The lecturer gave examples from various types of podcasts
	c. Gives students examples of the topic	Yes	-	The lecturer divided several groups for students to create podcasts
	d. Divides students into small groups consisting of 3-5 people	-	No	The lecturer gave each group the theme of a social issue that is currently viral
	e. Gives student groups different problems, but still within the same material domain	Yes	-	Each group prepared and discussed creating a podcast and practicing in class
	f. Students discuss in groups	Yes	-	Each group presented a podcast in front of the class

	g. Each group conveys what they discussed	Yes	-	There are no Q&A questions between speakers and audiences
	h. Q&A question	-	No	The lecturer gave praise to all students who had presented well
	i. Gives feedback and reflection	Yes	-	The lecturer explained the meaning of podcast or channel podcast and also explained the explanation of podcast in education
12	Conversation and chat:	-	-	-
	a. Informs students about the meaning of certain topics	-	-	-
	b. Gives an example of the certain topic	-	-	-
	c. Asks students to create a conversation script	-	-	-
	d. Students practice the conversation with their friends	-	-	-
	e. Gives feedback and reflection	-	-	-
13	Outside-class Speaking:	-	-	-
	a. Explains the importance of self-reflection in improving public	-	-	-

	speaking skills			
	b. Asks students to choose a topic they are passionate about or assign a topic related to the curriculum	-	-	-
	c. Have each student record themselves speaking on their chosen topic for 3-5 minutes	-	-	-
	d. Students submit the record to the teacher	-	-	-
	e. Gives feedback and reflection	-	-	-

Appendix 4 Interview Guideline

Name : Yenni Mahrita
 SRN : 190101030784
 Title of research : Lecturer's Strategies in Improving Students' Public Speaking Skills in Public Speaking Course

No	Research Questions	Interview Questions	Participant's Response
1	What strategies does the lecturer use to improve students' public speaking skills in a public speaking course?	1. What strategies does the lecturer use to improve students' public speaking skills in a public speaking course? 2. In your opinion, are these strategies effective in teaching to improve public speaking skills? Why?	
2	What are the obstacles faced by the lecturer in improving students' public speaking skills in a public speaking course?	1. What are the obstacles faced by the lecturer in improving students' public speaking skills in a public speaking course, based on the Brown (2014) and Thornbury (2015) theories?	

		2. How do you overcome these obstacles?	
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No	Research Questions	Interview Questions	Participant's Response
1	What are the obstacles faced by the students in the public speaking course?	1.What are the obstacles faced by the students in the public speaking course, based on the Brown (2014) and Thornbury (2015) theories? 2.How do you overcome these obstacles?	

Appendix 5 Interview Result

Name : Yenni Mahrita
 SRN : 190101030784
 Title of research : Lecturer's Strategies in Improving Students' Public Speaking Skills in Public Speaking Course

No	Participant's Response
1	<p>1. What strategies does the lecturer use to improve students' public speaking skills in a public speaking course?</p> <p>Answer from the lecturer:</p> <p>Simulation of students becoming MCs, the lecturer using the simulation strategy and inviting a guest lecturer who is an expert in the fields. Then, for students giving presentations in front of the class with the theme of motivation, the lecturer uses presentation and talk strategies. The lecturer asked students to create a podcast and practice them in a group, using a discussion strategy.</p> <p>2. In your opinion, are these strategies effective in teaching to improve public speaking skills? Why?</p> <p>Answer from the lecturer:</p> <p>These strategies can be very effective in improving students' public speaking skills. Each strategy targets different aspects of public speaking and helps students develop confidence, clarity, and engagement. Although there are several obstacles that can occur when using the strategies.</p>
2	<p>1. What are the obstacles faced by the lecturer in improving students' public speaking skills in a public speaking course, based on the</p>

Brown (2014) and Thornbury (2015) theories?

2. How do you overcome these obstacles?

Answer from the lecturer:

- Student's anxiety is generally caused by four factors: if students feel they are not the center of attention, come from an embarrassment-inducing background, have less experience than others, or speak English less fluently than others. The lecturer can overcome this by using active learning, enough preparation, incremental material, and an encouraging environment.
- Some students become confident speakers, while others struggle with basic speaking skills and tend to be less confident. It is difficult for the lecturer to adjust education to meet the needs of all students effectively. Therefore, the lecturer implements various learning strategies in the hope of helping students with various levels of public speaking skills to develop and achieve their respective potential.
- When it involves both internal and external factors, such as technological concerns like LCD and AC and the circumstances of a public speaking class. Maintaining student engagement and participation during learning can be an obstacle. The lecturer must use interactive teaching strategies, group activities, and multimedia resources to keep students engaged in the learning process.

	<ul style="list-style-type: none"> - The lecturer must provide comprehensive feedback to students, as timely and meaningful feedback can be time-consuming, especially in large-group classes. Therefore, the lecturer must provide comprehensive feedback. As a result, after completing the lesson, some students approach the lecturer individually for feedback. - Students have cultural similarities, so it is not an obstacle, but the existence of linguistic differences can be an obstacle. Public speaking classes face obstacles due to students' diverse linguistic backgrounds, affecting their language skills, communication styles, and accents. The lecturer must be aware of these differences and foster an inclusive learning environment. - The lecturer should establish accurate assessment criteria for students' skills, but due to students' practical performances not aligning with learning assessments, they obtain subjective grades. The lecturer must create assessment criteria that measure students' skills accurately. However, students' practical performances do not match the learning assessment; therefore, lecturers give subjective grades.
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No	Participant's Response
1	1. What are the obstacles faced by the students in the public speaking course, based on the Brown (2014) and Thornbury (2015) theories?

2. How do you overcome these obstacles?

Answer from the first students:

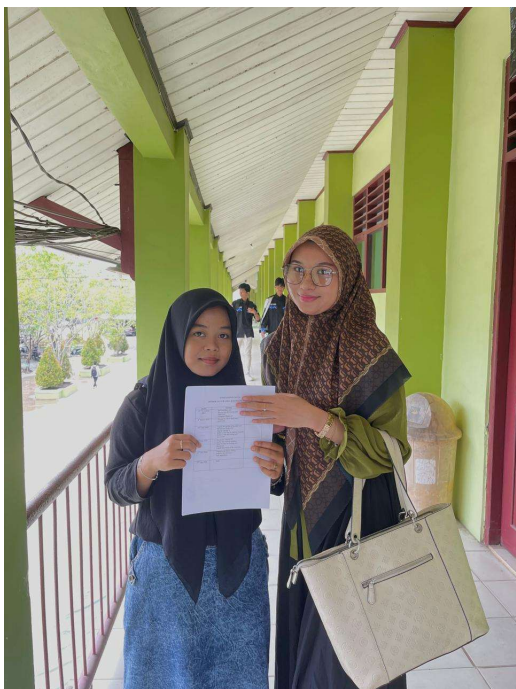
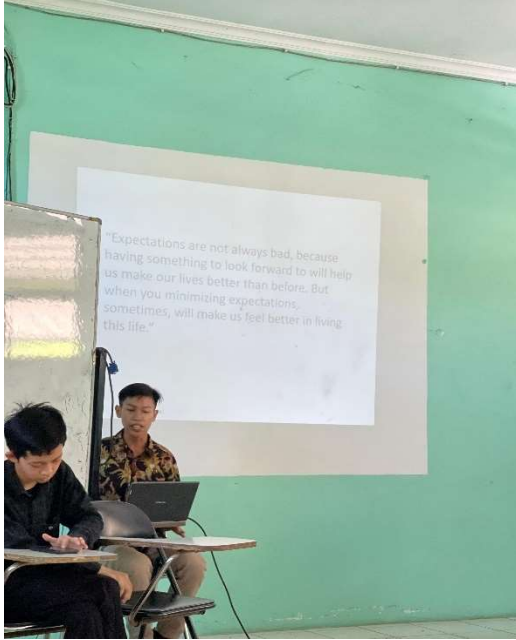
- Anxiety during public speaking because of fear of judgment, lack of experience, and lack of preparation. To overcome, students can build confidence, manage fear, and practice skills.
- When I know and see that my friends are already fluent in English and they are more confident and not afraid of making mistakes. To overcome this, students must study more, prepare more, and practice to build self-confidence and comfort in public speaking.
- Lack of preparation. Therefore, students must prepare the lessons and media.
- The lecturer always provides feedback to all students but cannot provide feedback one by one because there is not enough time. To help students overcome these obstacles, create a supportive environment that encourages open, respectful communication.
- Difficult English accent due to foreign language. Lack of confidence and still thinking a lot about speaking English. We have to keep learning and supporting each other.

Answer from the second student:

- Common causes include fear of judgment, perfectionism, lack of experience, past negative experiences, and feeling unprepared, which can lead to increased nervousness and overwhelm. To overcome public speaking anxiety, students can build confidence,

	<p>manage fear, and practice skills.</p> <ul style="list-style-type: none">- Because I still feel less than others. I must study and prepare before the class.- Lack of preparation and distracted by other things outside of class. Students must prepare the lessons and media.- The lecturer always provides feedback to all students but sometimes feels that the explanation is not complete for each student. To overcome this, ask each other about things we do not understand.- What usually happens is limited vocabulary, grammatical errors, pronunciation problems. To overcome linguistic differences, students can practice and support each other.
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Appendix 6 Documentation

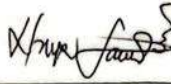









Appendix 7 Consultation Notes

CONSULTATION NOTES

ADVISOR: HJ. NUR LAILA KADARIYAH, S.Ag., M.Pd

DATE	NOTES	SIGN
13 th November 2023	<ul style="list-style-type: none"> - Revised thesis title - Discuss for observation and interviews - Complete Chapter II 	
4 th March 2024	<ul style="list-style-type: none"> - Discuss for observation and interviews 	
25 th June 2024	<ul style="list-style-type: none"> - Clarify the results of the interview - Revise for Chapter III - Clarify Chapter V - Make it clear for the strategy theories - Make it clear for finding and discussion 	
3 rd July 2024	<ul style="list-style-type: none"> - Revise for Chapter III - Refine the research question - Make it clear for finding and discussion - Clarify the results of the interview 	
11 th July 2024	<ul style="list-style-type: none"> - Organize the thesis writing - Improve the abstract - Add appendices 	
12 th July 2024	<ul style="list-style-type: none"> - ACC 	

Appendix 8 Certificate of Seminar Proposal



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
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SURAT KETERANGAN

Nomor: B-657/Un.14/III.1.f/PP.00.9/08/2023

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Yenni Mahrita
 N I M : 190101030784
 Jurusan/Prodi : Tadris Bahasa Inggris
 Alamat : Banjarmasin.

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**“AN ANALYSIS OF LECTURER STRATEGIES FOR ENHANCING STUDENTS’
 ORAL PRESENTATION SKILLS IN BLENDED LEARNING”**

Pada Hari/Tanggal : Kamis, 13 April 2023
 Tempat : Google Meet/Zoom Meeating (Online)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 22 Agustus 2023

Ketua,



Afifah Linda Sari

CURRICULUM VITAE

1. Full Name : Yenni Mahrita
2. SRN : 190101030784
3. Place, Date of Birth : Tanah Laut, 11th August 2001
4. Nationality : Indonesian
5. Address : Jalan Abadi, Pelaihari
6. Phone Number : 085781152235
7. Email Address : yennimahrita@gmail.com
8. Organization/Work experience : Member of ESA UIN Antasari
: Member of Teater Awan
9. Academic Achievement : 3rd winner in English Debate 2016
10. Non-Academic Achievement : 3rd place in Top Casual Model 2017
: 1st runner up Top Casual Model 2018