

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Speaking is using the words of a language and producing sound through the mouth. Speaking is one of the four essential skills (speaking, writing, reading, and listening) to learn the language. Speaking is the most crucial skill in our daily life to communicate. Parupalli (2019) highlights that speaking skills are an essential skill for mastering a foreign language or second language learning. Speaking is considered the most crucial skill in learning a foreign or second language among the four primary language skills. Singh (2020) states that speaking is an essential skill to convey our feelings and thoughts through communication in everyday life. As we know, speaking skills help us to interact, communicate, discuss, and convey our ideas and perceptions about our feelings and our surroundings.

Hamilton (2014) and Shyam (2016) define public speaking as the ability to communicate messages that are understood and believed by the general public, while public speaking involves delivering an intentional, arranged presentation to inform, influence, or entertain listeners. Which means public speaking involves conveying a message confidently to an audience, influencing their understanding and belief in the speaker's message.

Adrian (2017) emphasizes the importance of public speaking in improving oral expression and speaking skills, which are crucial for personal, professional, and public lives. Students must enhance their general speaking skills to increase job

opportunities, personal branding, supportive environments, and marketability in the future. Many people do not realize the benefits of public speaking, such as building confidence, participating in social conversations, and openly approaching people. Public speaking practice, particularly in class with teachers, can help students improve their speaking skills and reap numerous benefits in their lives. They can learn the public speaking process, starting from class. Therefore, students should prioritize public speaking as a vital skill for their future success.

As mentioned in the Word of Allah QS. An-Nissa: 63 about the importance of speaking:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

Based on this verse, people of Rasulullah Saw who obey His commands, should be able to invite people around us to a better path, which is by Islamic law. Mastering knowledge and speaking with excellent and correct words is crucial for conveying good messages to others, as it requires different skills to ask good questions or use da'wah, ensuring a positive message is conveyed.

Public speaking is a challenging skill due to the unique challenges it presents, particularly for students who rarely or never speak in public. Anxiety is a common issue, and while practice is a crucial method to improve public speaking skills, many students rely on laziness, hindering their development or improvement. Therefore, addressing anxiety and promoting practice is crucial for improving public speaking confidence.

As we know, that most of the students have problems with public speaking

or English presentations. Public speaking is a common thing for several people, including students in certain cases, and is one of the obstacles experienced by students in their academic process. Some issues include students who lack confidence, are afraid of English presentation, have improper English pronunciation, and lack vocabulary. This can happen because English is rarely used in the class, and teachers do not use the correct language, strategies, or learning methods. Therefore, effective teaching strategies will help students improve their public speaking skills in the teaching and learning process.

Sanjaya (2008) says that strategy in the context of education can be thought of as a plan that includes a number of activities created to accomplish particular objectives. Strategy is an essential aspect of teaching and learning. It is an activity that must be carried out by both teachers and students so that learning activities become effective and efficient. Teachers must give students practical strategies to teach them, especially for improving their public speaking skills.

Moreover, public speaking in class is very much needed by English students. Excellent public speaking will make students more confident speaking in front of many people. Therefore, teachers should provide specific strategies to improve students' public speaking skills, especially in a public speaking course.

According to Yun et al. (2012), a public speaking course teaches students how to communicate concepts, information, or arguments to an audience in a compelling, convincing, and clear manner. Students are usually taught a variety of public speaking skills, including speech organization, body language, vocal variety, and stage fear management. The aim of this course is to assist students in acquiring

the skills necessary to speak clearly in front of others.

Haidir and Salim (2014) explain that strategies in the class include: strategies, approaches, careful selection of sources such as the use of media to improve learning, students forming groups, and assessing student progress. One of the teacher's strategies in public speaking activities in class is for the teacher to give students the opportunity to choose topics of interest to them or assign certain topics that are relevant to the curriculum. Encourage students to research their topic thoroughly. Then let students perform in front of the class and provide ongoing support and guidance to help them continue to develop their public speaking skills.

This research is supported by a number of previous studies. The first previous study was conducted by Sri (2017), who found the various strategies used in the English Education Study Program to teach speaking and how those strategies were implemented in the class. The most common instructional strategies employed by lecturers when teaching speaking include dialogues, discussion, recording and transcripts, classroom conversations, and casual chat. Jokes, dialogues, conversations, and chats are the most frequently used. According to the discussion, the majority of students approve of the lecturers' strategies. They did what the lecturers said.

Sapna et al. (2021), in their research, found the teachers' strategies in speaking in SMAN 5 Palu. The researchers thus identified four teaching strategies: role play, debate, describing images, and storytelling. The teacher uses role play the most often out of the four strategies since it involves a large number of students and encourages active learning.

Faisal et al. (2021) highlight that their research aimed to identify two English teachers who teach the junior high school students. The first research question's conclusion said that role play, drilling, games, picture description, and storytelling are five strategies that teachers employ to teach speaking skills. In the meantime, the answer to the second research question revealed the challenges teachers encountered when putting the strategies into practice.

Based on the explanation above, the researcher concludes that the difference between previous studies and this research is that previous studies examined English teachers' strategies for students in the English Education Study Program, high school students and middle school students who focused on teaching students' speaking skills. Meanwhile, this research focuses on lecturer's strategies for improving students' public speaking skills in a public speaking course. Therefore, in this research, the researcher took the title "Lecturer's Strategies in Improving Students' Public Speaking Skills in Public Speaking Course".

This research will be carried out in the public speaking course, English Language Education Department, Tarbiyah and Teacher Training Faculty, UIN Antasari Banjarmasin. The participants were a public speaking lecturer and two students in the fourth semester. The researcher used observations and interviews to obtain data to determine the lecturer's strategies. Therefore, this research can add information for readers about lecturer's strategies to improve students' public speaking skills in a public speaking course.

## **B. Definition of Key Terms**

In order to clarify the key terms used in this research, some definitions are put forward:

### **1. Lecturer's Strategies**

Sanjaya (2008) says that a strategy in the context of education can be thought of as a plan that includes a number of actions intended to accomplish specific objectives. This research refers to lecturer must give students effective strategies to improve their public speaking skills in a public speaking course.

### **2. Public Speaking**

Parupalli (2019) says that public speaking is the ability to speak and communicate messages that can be understood and believed by many people in the general public. In this research, the researcher will analyze the lecturer's strategies to improve students' public speaking skills in a public speaking course.

### **3. Public Speaking Course**

Yun et al. (2012) say that a public speaking course teaches students how to communicate concepts, information, or arguments to an audience in a compelling, convincing, and clear manner. The aim of this course is to assist students in acquiring the skills necessary to speak clearly in front of others. In this research, the researcher chooses a public speaking course for observation.

### **C. Research Questions**

Based on the background above, the questions of this research that would be discussed are as follows:

1. What strategies does the lecturer use to improve students' public speaking skills in a public speaking course?
2. What are the obstacles faced by the lecturer and students in a public speaking course?

### **D. Research Objectives**

Based on the research question above, the aim of the research is:

1. To analyze the lecturer's strategies to improve students' public speaking skills in a public speaking course.
2. To find out the obstacles faced by the lecturer and students in a public speaking course.

### **E. Significance of Study**

This study's findings significantly contribute both theoretically and practically, including the following:

1. Theoretically

The result of this research is expected that readers or students who conduct research in the same area may be able to identify inadequacies in this study's findings and expand upon them by utilizing a fresh viewpoint on the study's findings about lecturer's strategies in improving students' public speaking

skills in a public speaking course.

## 2. Practically

This research provides insights for the reader into a lecturer's strategies in improving students' English public speaking skills in a public speaking course. It also helps the lecturer understand the challenges and strategies they use, enabling them to develop effective teaching strategies.