

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In the results of the observations and interviews, the lecturer used various strategies are simulations, presentations and talks, and discussions. The research was collected through the observation sheet and interview guide. The classification of the data follows Brown (2014) and Thornbury (2015) theories. The results of observations and interviews based on the lecturer's strategies for improving students' public speaking skills in two classes of public speaking courses are as follows:

1. The Strategies in Improving Students' Public Speaking Skills
 - a. Simulation

Based on observation to support this research, it was conducted on March 5th and 19th, 2024. The first point was about the teaching strategy used by the public speaking lecturer in class A and class B fourth semester in the English Language Education Department. In these meetings, the lecturer implemented a simulation strategy, with students acting as MCs.

Table 4. 1 Simulation Strategy

No	Strategy	Yes	No	Description
1	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
2	Gives students examples of the topic	Yes	-	The lecturer gave examples of MC scripts and the practice of being an MC
3	Asks students to find a script related to the topic	Yes	-	Students have prepared MC scripts from various types of MC
4	Students arrange every scene	Yes	-	Students read the script while practicing the role of being an MC
5	Students take the roles related to the topic	Yes	-	All students acted as MCs for various events in front of the class
6	Gives feedback and reflection	Yes	-	The lecturer praised students who had carried out MC practice and gave advice on how to become successful MC

The researcher joined the public speaking class. Before starting the lecture, the lecturer prepared the class and the PPT. Following that, the lecturer started the lecture by saying greetings and praying together. She conveyed to the students the topic of this meeting, namely how to be a good Master of Ceremony.

For the first time, the lecturer introduced a guest lecturer who was an expert in the field of MC. This is a way to increase student engagement and provide fresh knowledge that is immediately discussed and used by an expert in the field. Then the lecturer invited the guest lecturer to take over the learning. The guest lecturer introduced himself. He is a presenter on TV and also an MC at various events. Then he checked the attendance list and continued to explain the definitions and advantages of the topic, such as types

of MC, the techniques and tips to be MC, and examples of the scripts. The guest lecturer invited students to ask something related to the topic. Then he answered the students' questions. Next, he asked students to practice the examples.

After the guest lecturer explained the topic and let the students practice, the lecturer continued adding some information related to the topic and also gave the examples. Then, the lecturer created three pairs of students to practice being MCs in front of the class. The lecturer gave different types of MC scripts to each pair through a game where students randomly took balls containing MC scripts to practice. Then each pair practiced being an MC at a different event. Other students also paid attention and gave good responses.

From the two public speaking classes, there were several students who have been MCs at campus events and already had a high level of self-confidence. There were also students who have the skill to be an MC; their voices sound great, even though they have never been an MC at an event before. The lecturer and guest lecturer agreed that the student was seen as being good at speaking in front of the class and having self-confidence in front of his friends. They also used clear intonation and eye contact with the audience. However, there were students who still had a low voice to speak.

Next, the lecturer and guest lecturer gave feedback and reflection. They praised students who had carried out MC practice and gave advice on how to become a successful MC. Then the lecturer repeated the lesson that had been explained previously. After that, she gave students assignments for

the next meeting, specifically for the middle test. She asked students to be MCs for formal, semi-formal, and informal events. For this assignment, students are required to dress like a real person at each event. The lecturer closed the class after she had provided all the information about the topic.

At the next meeting, the lecturer welcomed the students with greetings. It was seen that all the students were preparing to take the middle test, namely appearing as MC in front of the class. After all students were ready, the lecturer invited each student to present as MC in turn. The lecturer has chosen the theme for each event, but the MC script is decided by the students two weeks in advance. All students acted as MCs, with appearances that matched the theme of their various events. They seemed as if they were in a real situation, complete with costumes and makeup.

All students in these two public speaking classes delivered their greatest performances. Despite the fact that they speak English, everything is easily understood. They have high self-confidence, as evidenced by their eye contact with the audience and clear voice. Other students listened and responded appropriately. After all of the students had presented themselves as MCs, the lecturer commended those who had passed the middle test to become MCs and gave tips on how to be successful MCs in real life. Some students are even talented enough to become MCs. Even if some students were still learning MC, they can continue to learn for the future, and it was incredible to be able to deliver as MC in English. After everything was explained, the lecturer closed the class and greeted everyone.

b. Presentations and Talks

The researcher has conducted observations on April 30th and May 7th, 2024. On the result of the lecturer who carried out presentations and talks strategies at this meeting. The lecturer explained the topic of this meeting before giving presentation assignments to students. The topic at this meeting was strategies for preparing presentations and using technology as a presentation medium.

Table 4. 2 Presentations and Talks Strategy

No	Strategy	Yes	No	Description
1	Pre-presentations and talks activities: 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.
2	Creates student groups	-	No	The lecturer allows all students to have their own stories and presents them in front of the class individually
3	Presentation activities: Each group gives presentation in front of the class	-	No	Each student presented their own motivational story in front of the class
4	Q&A session	-	No	There is no Q&A session
5	Gives feedback and reflection	Yes	-	The lecturer gave praise to all students who had presented well and provided motivation to all speakers and moderators

As usual, the lecturer began the lecture by greeting the students. The topics presented by the lecturer were creating an opening presentation, creating content, creating a closing, and technology-enhanced presentations. So that students can take the steps in making a presentation and prepare for it, including equipment. The lecturer gave examples of preparing presentations and utilizing technology as a presentation medium. After the lecturer delivered all the materials, she gave students a presentation assignment on the theme of motivation. Students will compile and present them to the class individually at the next meeting. This assignment was carried out in two sessions for each class. The time duration for the presentation was five minutes.

This is the result of the researcher's observations in both public speaking classes where students gave presentations on the theme of motivation. This theme is not specific because it aims to give students more freedom in writing scripts that suit themselves, especially since the presentation was in English. At the beginning of the lesson, the lecturer asked for the student attendance list. After that, the lecturer reminded students how to create presentations and using technology as a presentation medium topic. The presentation turn was divided into two sessions. Then, the lecturer checked the first and second session groups. There were several students from the first session who came late, so they switched to the second session. Then the lecturer asked the first session students to prepare material in front of the

class. Then the lecturer chose one of the students from the second session to be the timekeeper and moderator. After all the students were ready, the lecturer gave each student the opportunity to present their topic in front of the class on the topic of motivation.

The first session began. The moderator opened this session; he introduced all the speakers in this session. Then he invited the first student to start making a presentation in front of the audience. Student as speaker started his presentation using PPT media. After closing the presentation, he returned to his seat, followed by applause from the audience. Then the moderator praised the presentation and provided a summary. Then the moderator invited the next speaker. In observing these two public speaking classes, the moderator and timekeeper did the same thing to allow the speakers to present and provide conclusions from each speaker. After all speakers have finished making their presentations, then the moderator closed the first session. Then the lecturer invited a second session and chose a moderator and timekeeper for this session.

Then the second session began. The moderator invited the speaker to present. After all the speakers had presented, the moderator closed the session. Then the lecturer provided feedback and reflection. Some students presented motivational stories from their own experiences, and some shared experiences or life lessons from other people. All students were able to take the steps in making a presentation and close their presentation with a good summary. And then the lecturer closed the class.

c. Discussion Strategy

The researcher has conducted observations on May 21st and June 4th, 2024. These results indicate the strategy used by the lecturer based on observations, namely discussion strategy. The lecturer asked students to identify the components needed to create a podcast and practice them in a group.

Table 4. 3 Discussion Strategy

No	Strategy	Yes	No	Description
1	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
2	Gives students examples of the topic	Yes	-	The lecturer gave examples from various types of podcasts
3	Divides students into small groups consisting of 3-5 people	Yes	-	The lecturer divided several groups for students to create podcasts
4	Gives student groups different problems, but still within the same material domain	-	No	The lecturer gave each group the theme of a social issue that is currently viral
5	Students discuss in groups	Yes	-	Each group prepared and discussed creating a podcast and practicing in class
6	Each group conveys what they discussed	Yes	-	Each group presented a podcast in front of the class
7	Q&A question	-	No	There are no Q&A questions between speakers and audiences
8	Gives feedback and reflection	Yes	-	The lecturer gave praise to all students who had presented well

The lecturer opened the class by greeting the students. The lecturer reminded students for the final exam next week. She told the students their assignment was to make a podcast. Then the lecturer asked the students what they liked about the podcast. Many students answered that listening to podcasts could be a companion to eating or relaxing. They also mentioned several famous podcast channels on YouTube and Spotify. Then the lecturer explained the meaning of a podcast or podcast channel and the types of podcasts and their meanings. After that, she asked one of the students to read them. Some students added their own explanations. After that, the lecturer asked students to ask questions and answered them. She continued to explain the benefits of podcasts, especially in the field of education. After explaining, she then asked the students what other advantages there were in educational podcasts. Many students answered and actively participated in this discussion.

Then the lecturer informed the students about the next assignment, which was used as the final test assignment, namely creating a podcast. The lecturer created groups for 3-4 people with a time duration of 10-15 minutes for each group. With the theme of social issues that has gone viral recently. Then the lecturer added more information about the podcast application, namely how to create a podcast via Anchor FM. After all the lessons have been presented at this meeting, the lecturer asked students to repeat whatever lessons had been explained. She asked some questions to some students. They can answer with good and complete answers. This meeting made students

interested and active in discussions. Then the lecturer provided feedback and reflection. After checking the attendance list, she closed the class.

The next meeting was the final test. After two weeks of being given time to prepare to create a podcast as a group, at this meeting each group will present their arguments in discussion through this podcast. Each group has presenters and speakers who will discuss different topics but still have the same theme, namely discussing social issues that are currently viral. The lecturer welcomed the students with greetings. After all groups were ready, the lecturer invited each group to present their podcast in turn. When one group discussed their topic, the other group paid close attention. They were all very excited to do this final test. They really tried to give their best appearance and be able to convey the meaning of their conversation. One of the podcast discussions was all eyes on Rafah and the boycott. Because the lecturer did not provide specific topics, all students related to their respective discussions, and it was easy for the audience to understand. They also closed the podcast well. After all groups had presented and given their respective arguments, the lecturer praised them for showing their best. The lecturer provided feedback and reflection, and she told students that she gave a subjective grade for this final test.

Based on the interview with the lecturer on June 12th, 2024, to find out the strategies used by the lecturer in improving students' public speaking skills and whether these strategies are effective in improving public speaking skills in a public speaking course.

Lecturer's statement:

"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. 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."

Simulations, presentations and talks, and discussions strategies are effective teaching strategies for improving students' public speaking skills. Simulations reduce anxiety, presentations and talks teach logical structure and emphasize storytelling, and discussions encourage critical thinking. These strategies address various aspects of public speaking, making them effective in teaching public speaking.

2. The Obstacles in Improving Students' Public Speaking Skills

Based on the interview on June 12th and 14th, 2024, involving a public speaking lecturer and two fourth-semester students in the English Language Education Department at UIN Antasari Banjarmasin, aimed to understand the obstacles faced by the lecturer in improving students' public speaking skills. The

interview revealed that student's anxiety, diverse skill levels, engagement and participation, providing constructive feedback, linguistic differences, and assessment methods. The interview also found that students faced similar obstacles, except for assessment methods.

a. Student's Anxiety

Lecturer's statement:

"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."

Confidence in speaking in front of other people will fade if anxiety comes. Students will feel anxious when presenting in front of a crowd. Both introverted and extroverted students experience the same thing. The lecturer can overcome this by using active learning, enough preparation, incremental material, and an encouraging environment.

First student's statement:

"Anxiety during public speaking because of fear of judgment, lack of experience, and lack of preparation."

Second student's statement:

"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,

manage fear, and practice skills.

b. Diverse Skill Levels

Lecturer's statement:

"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."

Students in a public speaking course frequently come from various skill and experience levels. 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.

First student's statement:

"When I know and see that my friends are already fluent in English and they are more confident and not afraid of making mistakes."

Second student's statement:

"Because I still feel less than others."

To overcome this, students must study more, prepare more, and practice to build self-confidence and comfort in public speaking.

c. Engagement and Participation

Lecturer's statement:

"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.

First student's statement:

"Lack of preparation"

Second student's statement:

"Lack of preparation and distracted by other things outside of class"

How to overcome this, students prepare the lessons and media they want to learn.

d. Providing Constructive Feedback

Lecturer's statement:

"The lecturer must provide comprehensive feedback to students, as timely and meaningful feedback can be time-consuming, especially in large-group classes."

Providing constructive feedback is essential to helping students improve their public speaking skills. However, providing meaningful feedback to each student in a timely manner might consume a lecturer's time, especially in classes with a large number of students. Therefore, the lecturer must provide comprehensive feedback. As a result, after completing the lesson, some students approach the lecturer individually for feedback.

First student's statement:

"The lecturer always provides feedback to all students but cannot provide feedback one by one because there is not enough time."

Second student's statement:

"The lecturer always provides feedback to all students but sometimes feels that the explanation is not complete for each student."

To help students overcome these obstacles, create a supportive environment that encourages open, respectful communication.

e. Linguistic Differences

Lecturer's statement:

"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."

Students in public speaking classes come from a variety of linguistic backgrounds. The lecturer must be aware of these differences and foster an inclusive learning environment.

First student's statement:

"Difficult English accent due to foreign language. Lack of confidence and still thinking a lot about speaking English"

Second student's statement:

"What usually happens is limited vocabulary, grammatical errors, pronunciation problems."

To overcome linguistic differences, students can practice and support each other.

f. Assessment Methods

Lecturer's statement:

"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."

Developing fair and effective assessment methods to evaluate students' public speaking skills can be an obstacle. 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.

B. Discussions

The researcher arrived at this part after conducting research through observations and interviews. The researcher collected and reviewed data in the previous procedure, and then the researcher further discussed the topic of the research question, namely what strategies the lecturer uses to improve students' public speaking skills in a public speaking course and what are the obstacles faced by the lecturer and students in a public speaking course.

1. The Strategies in Improving Students' Public Speaking Skills

The researcher identified thirteen strategies, according to Thornbury (2015), that the lecturer can use in teaching public speaking. The strategies are recordings and transcripts, live listening, noticing-gap activities, drilling and

chants, writing tasks, dialogues, task repetition, presentation and talks, stories, jokes and anecdotes, drama, role-play and simulation, discussion and debates, conversation and chat, and outside-class speaking. However, in this research, not all the strategies were used by the lecturer. Based on the findings, the researcher has identified the lecturer's strategies for improving students' public speaking skills, such as simulations, presentations and talks, and discussions.

In this section, the researcher must answer the research questions. The first is answer what are the lecturer's strategies in improving students' public speaking skills in public speaking course. Based on the theory of Thornbury (2015):

a. Simulation strategy

According to Thornbury (2015), one of the lecturer's strategies in teaching public speaking is drama, role play, and simulation, in which students take on the roles related to the script. Based on the findings, the lecturer focused more on implementing simulation strategies, with students acting as MCs.

Students participate in an activity where they are asked to consider a person's character in addition to their age, gender, and occupation. The procedures and advantages of the simulation strategy of the theory are in line with the findings. Students take the roles related to the topic and take part in an activity where they are asked to consider someone's character. So, this fosters critical thinking and creativity in the class. The lecturer used this strategy to help students improve their public speaking skills and expand their

vocabulary, as students must read and memorize English dialogues for this assignment.

Apart from that, based on the findings, which were not in accordance with theory, the lecturer implemented an additional strategy for students, inviting a guest lecturer who was an expert in the field of MC. This is a strategy to increase student engagement and provide direct knowledge from an expert.

b. Presentations and talks strategy

Thornbury (2015) says presentations and talks are strategies that can help students share new ideas, opinions, or understandings about a particular subject. The strategy focuses on improving students' public speaking skills by requiring them to speak and present something they want to convey. This corresponds to findings, where the lecturer asked students to present their own stories in front of the class and be able to carry out the steps in making a presentation and preparing it, including the equipment. Some students presented motivational stories from their own experiences, and some shared experiences or life lessons from other people. All students were able to take the steps in making a presentation and close their presentation with a good summary.

This strategy process can be carried out through group presentations and question-and-answer sessions, allowing students to improve their public speaking skills. However, based on the findings, the lecturer has a strategy that allows all students to have their own stories and present them in front of

the class individually, not in group presentations, and there are no question-and-answer sessions stated in theory.

c. Discussion strategy

According to Thornbury (2015), discussion and debates are one of the strategies the lecturer can use in teaching public speaking. Based on the findings, the lecturer focused more on implementing discussion strategies, namely the lecturer asked students to identify the components needed to create a podcast and practice them in a group.

Based on the theory, implementing discussion strategies can foster critical thinking, improve communication and public speaking skills, and deepen students' understanding of the material. There are many activities that can help achieve these goals, such as the lecturer providing discussion activities and then dividing students into several groups to discuss various topics. In line with the findings, the lecturer employed podcast-making activities as a discussion strategy in front of the class. The lecturer asked the students to identify and practice the components required for creating a podcast in groups. During this meeting, each group will present their arguments in a discussion using this podcast.

From the theory, this strategy aims to resolve the problems faced and increase insight, knowledge, and understanding of certain realities. This is in accordance with the findings; students tried hard to provide an outstanding performance and were able to convey the key points of the conversation. Podcasts can encourage students to express their thoughts and opinions

clearly, thereby increasing their self-confidence and speaking fluency. Podcasts have become a popular medium for consuming information and entertainment for students, so they enjoy the discussions with this podcast activity. Using podcasts in the class helps students thrive in an interactive and collaborative learning environment.

In the findings, the lecturer did not provide a specific topic so that all students understood each discussion and were easily understood by the audience. And there are no question-and-answer sessions between speakers and audiences. Therefore, it is not in accordance with what is stated in theory.

2. The Obstacles in Improving Students' Public Speaking Skills

According to Brown (2014) and Thornbury (2015), there are eight common obstacles faced by the lecturer in teaching public speaking skills. There are student's anxiety, diverse skill levels, time constraints, engagement and participation, providing constructive feedback, cultural and linguistic differences, technology integration, and assessment methods. However, in this research, not all the obstacles were faced by the lecturer. Based on the findings, there are six obstacles that the lecturer faced in improving students' public speaking skills in a public speaking course: student's anxiety, diverse skill levels, engagement and participation, providing constructive feedback, linguistic differences, and assessment methods. It was also found that students faced similar obstacles in a public speaking course, except for assessment methods.

a. Student's Anxiety

In the theory, many students experience anxiety when speaking in

public. In the findings, the lecturer confirmed that students will feel anxious when presenting in front of a crowd. Both introverted and extroverted students experience the same thing. Also, the students confirmed that common causes of anxiety include fear of judgment, perfectionism, lack of experience, past negative experiences, and feeling unprepared, which can lead to increased nervousness and overwhelm.

b. Diverse Skill Levels

In the theory, teaching speaking often consists of students with diverse skill levels and prior experience. Some students may be confident speakers, while others may struggle with basic presentation skills. In the findings, the lecturer confirmed that some students become confident speakers, while others struggle with basic speaking skills and tend to be less confident. The students said that they feel less confident when they see their friends fluent in English and not afraid of making mistakes.

c. Engagement and Participation

In the theory, maintaining student engagement and participation can be an obstacle when covering theoretical or technical aspects of speaking. In the findings, the lecturer said that the students can distract engagement and participation in class when it involves both internal and external factors, such as technological concerns like LCD and AC and the circumstances of a public speaking class. The students said that lack of preparation and being distracted by other things outside of class can distract engagement and participation in class.

d. Providing Constructive Feedback

In the theory, providing meaningful feedback to each student in a timely manner can be time-consuming, especially in classes with a large number of students. In line with the findings, the lecturer confirmed that the lecturer must provide comprehensive feedback to students, as timely and meaningful feedback can be time-consuming, especially in large-group classes. Also, the students said that the lecturer offers comprehensive feedback to all students but may feel that each explanation is incomplete due to limited time.

e. Linguistic Differences

In the theory, cultural and linguistic differences can be an obstacle. Teaching speaking in class may include students from diverse cultural and linguistic backgrounds, which can pose obstacles in terms of language proficiency, communication styles, and cultural norms related to speaking skills. In the findings, the lecturer confirmed that 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. In line with the students, the existence of linguistic differences can be an obstacle; they said that they experience difficulties in English accent due to a foreign language, lack of confidence, limited vocabulary, grammatical errors, and pronunciation problems.

f. Assessment Method

In the theory, the lecturer must design assessment criteria that accurately measure students' abilities while providing meaningful feedback for improvement. In line with the findings, the lecturer confirmed that she should establish accurate assessment criteria for students' skills, but due to students' practical performances not aligning with learning assessments, they obtain subjective grades.