

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the writer describes about the result of research on the field collected by some techniques of data collection, such as observation, interview, and documentary. The writer performed the research in LPPK Lareca Aviation Banjarmasin. The writer met with the director, public speaking teacher, and administration staff to do interviewed and took documentaries to fill the data. By using observation, interview and documentary the writer answered the statements of the problems.

The writer conducted the research at LPPK Lareca Aviation Banjarmasin. The process of research can be seen on the table below:

Table 4.1. The Writer's research activities

| Date | Activities of Research |
|--|--|
| Wednesday, June 15 th 2016 | Interviewing the LPPK Lareca Aviation Director |
| Thursday, July 28 th 2016 | Interviewing the public speaking teacher of LPPK Lareca Aviation |
| Thursday, August 25 th 2016 | Interviewing the public speaking teacher of LPPK Lareca Aviation |
| Thursday, November 10 th 2016 | The first observation the process of teaching and learning |

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| Thursday, November 17 th 2016 | The second observation the process of teaching and learning |
| Thursday, November 24 th 2016 | The third observation the process of teaching and learning |

The detail of observation process which has done can be seen from the teaching and learning process as followed:

Table 4.2. Result of Classroom Observation (First meeting)

| No | Teacher Activity | Media | Material | Technique | Evaluation |
|----|-----------------------------|---|--|--|--|
| 1 | Opening | Hand Book, the equipment of plane and LCD | Services (Material which is determined in flight school for teaching public speaking). | Greeting, check the attendance | Psychomotor , cognitive and affective. |
| 2 | Preparing the class | | | Prepare material, brainstorming | |
| 3 | Explaining the lesson | | | Drilling & role-play | |
| 4 | Praising and giving warning | | | Give appreciation to the students | |
| 5 | Clarification | | | Ask the students to speak then the teacher clarify | |
| 6 | Asking | | | Give a question | |

| | | | | | |
|---|--------------|--|--|---|--|
| | questions | | | for individual or group | |
| 7 | Ice breaking | | | - | |
| 8 | Closing | | | Ask the students to conclude the lesson | |

On 10th November 2016 the public speaking teacher talked about “services”. The teacher opened the class by greeting and checked the attendance first, then prepare the material.

The teacher did brainstorming/warming up by asked the students about something which related to his material. He gave some questions and want his students to answer, then the students guessing what they would learn.

The teacher explain the material. He said words then the students repeat after him. If they were wrong in pronouncing, the teacher repeat until they could say in the correct one. Then the teacher asked the students do role-play in pairs in front of the class.

To make sure the students understand the material, the teacher asked some questions related the material one by one. If the students answered correctly, the teacher will apprecat by saying “good”, “great”, etc. The teacher did not blame directly if the students made mistake, but he gave motivation to the students.

Before the class ended, the teacher asked the sudents to read some words in their book loudly. He asked the students conclude the lesson, then asked

students to review the lesson and also gave opportunity to ask some questions, then the teacher answered it, after that the teacher closed the lesson. The teacher also evaluated his students in three aspects, there are psychomotor (pronunciation, body movements), cognitive (comprehension) and affective (attitude).

Table 4.3. Result of Classroom Observation (Second meeting)

| No | Teacher Activity | Media | Material | Technique | Evaluation |
|----|-----------------------------|---------------------------------------|--|--|--------------------------------------|
| 1 | Opening | Hand Book, equipment of plane and LCD | Announcement (Material which is determined in flight school for teaching public speaking). | Greeting, check the attendance | Psychomotor, cognitive and affective |
| 2 | Preparing the class | | | Prepare material, brainstorming | |
| 3 | Explaining the lesson | | | Role-play | |
| 4 | Praising and giving warning | | | Give appreciation to the students | |
| 5 | Clarification | | | Ask the students to act and speak then the teacher clarify | |
| 6 | Asking questions | | | Give a question for all students | |

| | | | | | |
|---|--------------|--|--|---|--|
| 7 | Ice breaking | | | - | |
| 8 | Closing | | | Ask the students to conclude the lesson | |

The second observation on Thursday, November 17th 2016. The material about “announcement”. Like activities before, the teacher began with greeting, checked the attendance and prepared what he needs for teaching.

Before start the lesson, the teacher used brainstorming to explain the students’ background knowledge of material that they would learn. The teacher asked the students to saw the video about announcement on plane and do role-play in front of the class by using the equipment of plane. If the students made the mistakes in pronouncing and acting, the teacher would correct it directly. The teacher gave the appreciate to students whose answered correctly by saying “good”, “great”, etc, and gave motivation to students whose answered incorrectly.

Before close the lesson, the teacher asked some questions related the material. At the end of class, the teacher asked the students to conclude the lesson and asked to review the material at home. The teacher also evaluated his students in three aspects, there are psychomotor (pronunciation, body movements), cognitive (comprehension) and affective (attitude).

Table 4.3. Result of Classroom Observation (Third meeting)

| No | Teacher | Media | Material | Technique | Evaluation |
|----|---------|-------|----------|-----------|------------|
|----|---------|-------|----------|-----------|------------|

| | Activity | | | | |
|---|-----------------------------|---------------------------------------|---|--|--------------------------------------|
| 1 | Opening | Hand Book, equipment of plane and LCD | Announcement (Material which is determined in flight school for teaching public speaking) | Greeting, check the attendance | Psychomotor, affective and cognitive |
| 2 | Preparing the class | | | Prepare material, brainstorming | |
| 3 | Explaining the lesson | | | Role-play | |
| 4 | Praising and giving warning | | | Give appreciation to the students | |
| 5 | Clarification | | | Ask the students to speak then the teacher clarify | |
| 6 | Asking questions | | | Give a question for individual or group | |
| 7 | Ice breaking | | | - | |
| 8 | Closing | | | Ask the students to conclude the lesson | |

The third observation on Thursday, November 24th 2016. The material is still about “Announcement”. The teacher began with greeting, checked the attendance and prepared what he need for teaching.

At the first lesson, the teacher used brainstorming to explain the students' background knowledge of material that they would learn. The teacher asked the students saw the video about announcement on plane and do role-play in front of the class by using equipment of plane. If the students made the mistakes in pronouncing and acting, the teacher would correct it directly. The teacher gave the appreciate to students whose answered correctly by saying "good", "great", etc, and gave motivation to students whose answered incorrectly.

Before close the lesson, the teacher asked some questions related the material. At the end of class, the teacher asked the students to conclude the lesson and asked to review the material at home. The teacher also evaluated his students in three aspects, there are psychomotor (pronunciation, body movements), cognitive (comprehension) and affective (attitude).

When interviewing them, the writer asked some questions by using interview guidelines, so that the data here can be completed. Before asking about the statements of problem, the writer asked general questions to the public speaking teacher, Mr. Drs. Ronny Ralin, M.Kes. He graduated from Lambung Mangkurat University for his bachelor (1991), master of health at Gadjah Mada University (2004) and master of science administration at college of administration (STIA) Bina Banua (2012).

He works in another place besides in LPPK Lareca Aviation; at Senior High School 12 Banjarmasin as an English teacher and as a lecturer at Lambung Mangkurat University, Program of Study Nurses And Dentist. In

regard with education above, he teaches public speaking at LPPK Lareca Aviation Banjarmasin. He has been teaching for two years until now.

For further information about material, media, method, and evaluation used in teaching public speaking for flight attendant at LPPK Lareca Aviation, it is known from description below:

1. The Materials Used in Teaching Public Speaking for Flight Attendant

The teacher said that for teaching in LPPK Lareca Aviation, every lecturer has to use syllabus for every subject which he/she teaches. Likewise in public speaking, the teacher used syllabus to teach his students. He had to find/make the material public speaking for flight attendant by himself based on syllabus. The teacher will show that material by using laptop and LCD in powerpoint. The teacher also provides the hard copy that can take by students at office.

In flight school is determined book or material to teaching flight attendant, like "*Flight Attendant Manual*" by Batavia Air. So that, at LPPK Lareca Aviation also uses that book. Every student must have that book. Actually, the students had two handbooks about public speaking for flight attendant, for more details about material of one of the handbooks it can be seen in appendix.

This topic contains the context which is what the students have to say when they are ready to be flight attendant in certain situations, it can be said that announcement, is one of the services that is aimed to give

efficient and effective information to the passengers. So, in this lesson, the students know the context that will flight attendant say in a real situation (announcement). There are many topics that must be taught in teaching public speaking based on “Flight Attendant Manual” by Batavia Air (Chapter 5, revision: 04, issued: October 15th 2010) such as;

1. Miscellaneous Announcement
2. *Ucapan selamat datang bandara awal* (Welcome announcement starting station)
3. *Peragaan petunjuk keselamatan boeing 737-200/ 300/ 400/ Airbus 319/ 320/ Airbus 330-202* (Safety demonstration boeing 737-200/ 300/ 400/ Airbus 319/ 320/ Airbus 330-202)
4. *Lampu kabin pada waktu lepas landas dan mendarat* (Dim cabin light before take off and landing)
5. *Sesudah lepas landas* (After take off)
6. *Sebelum mendarat* (Before landing)
7. *Setelah mendarat pada station terakhir* (After landing at a final section)
8. *Announcement tambahan* (Additional announcement)
9. *Setelah mendarat – ada pergantian crew* (After landing - crew change)
10. *Setelah mendarat di station transit* (After landing at transit station)
11. *Pindah pesawat* (Change aircraft)
12. *Menunggu tempat parkir* (Holding for parking bay)

13. *Pesawat ditarik untuk parkir* (Aircraft on tow)
14. *Ucapan selamat datang setelah stasiun transit* (Welcome announcement after an intermediate station)
15. *Cuaca buruk* (Bad weather)
16. *Kembali ke pelataran* (Return to airport R.T.A.)
17. *Pesawat kembali* (Return to base R.T.B.)
18. *Batal lepas landas* (Aborted take off)
19. *Batal melakukan pendaratan* (Overshoot, Aborted landing)
20. Reason of Delay, it contains about *penundaan* (Delaye), *keterlambatan setelah tutup pintu* (Delay after closing door), *keterlambatan karena menunggu penumpang lanjutan* (Delay waiting for connecting pax), *keterlambatan karena pergantian pesawat* (Delay due to change change of aircraft), *keterlambatan karena kabut* (Delay due to fog), *keterlambatan karena menunggu saat giliran berangkat* (Departure sequence), *perpanjangan kelambatan* (Extended delay), *Ganti pesaawat* (Change aircraft), *pembatalan keberangkatan* (Flight cancelled).
21. Diversion, this topic contains about *pengalihan pendaratan karena alasan kemanusiaan* (Diverted landing for humanitarian reason), *pengalihan tujuan* (Diversio), *pengalihan tujuan bandara tutup* (Diversio airport closed), *pengalihan tujuan karena alasan teknis* (Diversio for technical reason), *ruang tunggu penuh* (waiting room

crowded), *pendaratan darurat* (Emergency landing), *pengisian bahan bakar* (Refueling).

22. Services, contains about *mencegah kerusakan* (Prevention of damaging), *memindahkan tempat duduk penumpang tinggal landas* (Reseating passenger for take off), *pintu tidak bisa digunakan* (Exit blocked), *membutuhkan dokter* (Doctor needed), *ditemukan barang di dalam pesawat* (Articles found in the plane), *penundaan penyajian makanan dan minuman karena cuaca buruk* (suspension the service due to the bad weather), *buka puasa* (Breaking of the fast), *kekurangan air* (Water shortage), *pilihan menu* (Menu choice), Service announcement 1, Service announcement 2, *tayangan film* (Showing movie), *memasang penutup jendela* (Window shutters down), Waking up guest before meal service, *pengumpulan alat pendengar dan selimut* (Collecting headphone and blanket), *penjualan barang sky shop* (Sales on board 1), *Penjualan barang-barang sky shop 2, sebelum SOB ditutup* (Pre-closing sales), *ucapan selamat ulang tahun* (Anniversary), *Panggilan penumpang* (Paging a passenger), *penerbangan perdana* (Inaugural flight), *ucapan selamat datang menyambut penumpang grup* (Greeting announcement for group passengers), *ucapan selamat datang VIP dan grup* (Welcome announcement VIP and group), *penyambutan penumpang VIP* (VIP greeting), *hari kemerdekaan* (Independence day), *mengheningkan*

cipta pada HUT Kemerdekaan RI, and pengumuman untuk hari-hari besar keagamaan.

23. CIQ Procedures, its about pengisian form CIQ Australia, penyemprotan pesawat sebelum mendarat (Aircraft spraying before landing), penyemprotan ruang kabin (Cabin spraying), Quarantine and customs procedures for cantoon - Guang Zhou, tidak ada kartu debarkasi - formulir bea cukai (Landing card not available), kartu transit belum dikembalikan (Transit cards missing), kartu pendaratan untuk Jepang (Japan landing card), Nama negara dan mata uang, Nama bandar udara di Indonesia, Nama bandar udara internasional, table konversi ketinggian terbang (Flight Altitude), and table konversi suhu (Temperature).

One topic can be completed in one meeting. Public speaking subject has sixteen meetings, once a week. Each meeting is 2 hours (60 minutes), so the students had learnt 120 minutes a week.

The materials also show in powerpoint. To get that material, students got soft file or hard copy which have been provided by the institute, so the students can learn back the material.

2. The Techniques in Teaching Public Speaking for Flight Attendant

The teacher knew teaching technique from teachers trainings, so by his knowledge he used some techniques to teach. They are role-play, demonstration, dialogue, drill and describing picture. The main focus of teacher is correct pronunciation of students. Actually, the students were

correct to pronounced/say but not in accordance with the applicable rules. To solve it the teacher gave the text to read by the students and the teacher knew automatically the difficult words to pronounce by the students, and he also knew the wrong intonation that made by them. The next step, the teacher asked the students to role-playing real situation in the class.

Role-play, each student has the character, the teacher asked a student to come in front of the class to do role-play. The student acts as a flight attendant and another student act as a passengers. They act depend on topic choosen by the teacher instruction, if the topic is “services” (pelayanan), sales on board / *penjualan barang sky shop*, the students have to act like flight attendant who sales the goods to the passangers in the cabin. At first, the students have to announce that flight attendant will sale goods, based on the context that they had learnt in “Flight Attendant Manual” about services, sales on board. They must be able to say it in front of the class, after that the student will sale the goods by using the equipment of plane to the passengers, they act like a real flight attendant. They will turn to role-playing, so all of them can practice it.

Another technique is demonstration. Like a role-play, the students demonstrated as flight attendant in the class. Every student had to do it in front of the class one by one and another student as a passengers, they imagined like in the cabin and act like cabin crew. The students used English to demonstrate the existing equipment in the plane for safety reasons with movements that have been studied.

The teacher's technique to solve the pronunciation of students is used repetition drill. Before do repetition drill, the teacher asked the students to reading the context in handbook/ reading a dialogue. By reading, the teacher know how is the students' pronunciation ability. After know the words that students always wrong to pronounce and hard to say, the teacher does repetition drill by listened the recording of native speaker sound and the teacher also used his voice to correct students' pronunciation and intonation. So the students know how to say in the good one, after that they did dialogue and practice it in the class in pairs.

The suitable technique in teaching public speaking according to teacher is practice. By practice the students can apply the materials in a real situation so they know how flight attendant does in cabin, not only know the theory they also know how to practice it. Practice is really important because if the students only know the material, it may be forgotten. Different if the students practice directly, they will more remember it (remember how to speak and demonstrates like flight attendant and passenger). But the weakness of this technique is the students feel unconfident to speak in class/in public. The teacher ways to solve it is giving motivation or encouragement to the students, he wants them be confident and brave to speak in the class because they will and have to speak in public as a flight attendant.

Dialogue is the technique which the students like than the others, because the teacher said they felt like a real flight attendant or/and a

passenger, so the teacher often used this method. Games are also used by the teacher to give more entertainment for the students or to increase students' motivation if suddenly the students got bored and situation in the class is quiet.

3. The Media in Teaching Public Speaking for Flight Attendant

To support teaching and learning process the teacher have to use media. By media the students will more enthusiastic to follow the lesson, also by media the teaching and learning process will facilitate teacher to teach, because media can make the students easy and fast to understand the lesson.

From the interview with the teacher, the writer knows the media that is used in teaching public speaking for flight attendant, they are equipment of plane, recording of native speaker, LCD and laptop.

In LPPK Lareca Aviation, the equipment of plane are complete and qualified in flight school. This media used by the students to demonstrate the safety flight/ flight demonstration as flight attendant in the class. They also knew the functions of those equipment of plane. So, the students can demonstrate well using English with those equipment. In one meeting, all the equipment and the functions can be introduced to the students.

The teacher used LCD and laptop to show the material about public speaking for flight attendant to the student. In the use of LCD, the teacher showed and explained the material in context and images. The weakness of using LCD is the electricity, if the electricity is black out, the LCD doesn't

work, so the anticipation is using a handbook about public speaking for flight attendant.

4. The Evaluation Used in Teaching Public Speaking for Flight

Attendant

Evaluation in teaching and learning process is important and the teacher used the evaluation at the end of learning. There are three aspects which teacher evaluates, such as; cognitive, affective, and psychomotor of students.

Cognitive, the teacher evaluates the students by giving tasks, such as; fill the form of curriculum vitae, passport, write a cover letter for flight attendant.

Affective, the teacher evaluates the students' affective by students' attitude in the class. The teacher saw how is the activeness, passive or active in discussion or only as a listener in the class.

Psychomotor, the teacher gives a dialogue to the students to practice it so the teacher can evaluate the students' intonation and pronunciation.

The most dominant evaluation used by the teacher is psychomotor, because he teaches public speaking, so he wants the students can be a good people how to pronouncing word/sentence in their job as a flight attendant.

The teacher only taught public speaking last year but now he teaches public speaking and English and communication skill and he did not have experience teaching public speaking before. The number of teacher public

speaking is one. If the teacher could not attend the class, there is a teacher who will replace him to teaching.

The students level at LPPK Lareca Aviation cannot be classified as an advance level/intermediate level because they have different background of education. So, the topic or material is not special for level of students (advance or intermediate, etc.) when teaching, the teacher prefers using English to his students, he wants them to understand English because the content of material of public speaking for flight attendant is in English. When they work, they are required to be able to speak English. Because they had different background of education, the problem which the teacher usually faced when teaching public speaking in classroom is pronunciation. Their pronunciation is not good caused by not accustomed to speak English and their accent from their country. To solve that problem, the teacher used repetition-drill to his teaching method in classroom by using native speaker sound and/or the teacher's voice, how to pronounce English well.

In public speaking lesson, the students will speak more in the class, to demonstrate, to do dialogue, to describe picture. There must be one of them are still shy to speak in their friends/in the class. So, the teacher task is always give motivation that they must do it, not give sanctions or punishment to the students. When demonstrating practice in the class, the teacher did not give a limit time for students, he said that to do demonstration, it cannot done by limited time because each student had

different competence and motivation to speak in public. The teacher has a way to increase students' motivation, by using learning model and personal approach. Teaching and learning process in classroom is good because the student interest in learning public speaking lesson is very interested in. The teacher said, if in percent the student's interest in learning public speaking is 100% because they feel and act like a real person in their job, flight attendant.

During public speaking lesson, the teacher got/saw that there is a student who had not achieve good category, about 10% and the teacher did remedial for those students until they reach the standard category (good category).

The type of tests (middle test and final test) is depending on the skill desired. If skill desired is reading, the media used is a paper (written test). If it is speaking, the teacher did oral test, like interview. If it is listening, the media is audio and/or native speaker audio (written test and oral test). If skill is writing, the media is paper (written test). The teacher expectation in teaching public speaking for flight attendant to the students is that they are able to practice what they have got through public speaking lesson, at least they are able to speak English well in public.

B. Discussion

The data that have been collected from observation, interview and documentary are presented and described in findings. Then the data is analyzed and reported systematically based on the statement of problems that

are about the media, method, material and evaluation used in teaching public speaking for flight attendant at LPPK Lareca Aviation. For further description, it is known from the analysis below.

1. Materials Used in Teaching Public Speaking for Flight Attendant at LPPK Lareca Aviation

As it has been explained in the finding, in teaching and learning, the teacher used materials based on is determined in flight school for teaching public speaking and syllabus. *A Course in English Language Teaching* by Penny Ur (2012, p.185) stated that syllabus is a document which presents information on what topics or content are to be covered in a course of study. For example, it may present information on what is to be taught:

- a. in order to reach levels specified internationally (e.g. the CEFR);
- b. in a national school system;
- c. in order to pass a particular examination, for example Cambridge English: First;
- d. in a specific course (no matter what materials are used);
- e. in a specific course book

The syllabus has clear objectives, usually explained in an introduction. These objectives are then used as the basis for selecting and ordering the components. By using syllabus, the materials are used for teaching public speaking for flight attendant is clear and directed. Another material that is used by teacher is handbook, the material which is used as the basis for a course, whether it is an actual book or an online

course. Every students had handbook about public speaking for flight attendant.

2. The Techniques in Teaching Public Speaking for Flight Attendant at LPPK Lareca Aviation

In teaching and learning process, public speaking, the teacher used some techniques in his class to make teaching and learning process more easily. Syahid Yusup in his thesis entitled *The Teacher Strategies in Teaching Speaking at Banua Avia Education (B.A.E.) Academic Year 2015/2016 (An ESP Review)* said that the techniques can help the teacher to explain the material easily and can be understood more easily by the students about the material.

The teacher told that the techniques used by him are role-play, demonstration, dialogue, drill and describing picture. Role play, role play activities are those where students are asked to imagine that they are in different situations and act accordingly. (Jeremy Harmer, 1998). Dialogue, in reading activities although the medium is the written word, work on pronunciation can be successfully integrated here too. At some stage, when a text is read aloud either by the teacher or the students, pronunciation work can be integrated. (in *how to Teach Pronunciation* by Gerald Kelly, 2000). Drill, One of main ways in which practiced pronunciation in the classroom is through drilling. In its most basic form, drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Being able to drill properly is a basic and

fundamental language teaching skill. Drilling aims to help students achieve better pronunciation of language items, and to help them remember new items. This is a crucial part of classroom pronunciation work, and is possibly the time in the lesson when students are most reliant on the teacher. (Gerald Kelly, 2000 p.16)

When the students became bored in the class, the teacher used alternative way, it is game. He used that technique to increase students' spirit and interest back, so the students can accept the material easily. In teaching speaking, this technique is really useful and suitable to encourage students' skill in speaking. That is way the teacher said it is the best technique to used in teaching public speaking for flight attendant.

3. The Media in Teaching Public Speaking for Flight Attendant at LPPK Lareca Aviation

Media is one of the important thing in teaching. Using media can also help the teacher to explain material in the class, because the students can easily to catch the lesson than the teacher without using media. Smaldino, 2007 stated that; Media, the plural of medium, are means of communication. Derived from the Latin *medium* ("between"), the term refers to anything that carries information between a source and a receiver. The purpose of media is to facilitate communication and learning. (Haryadi, 2015) To teach flight attendant, the teacher used media like the equipment of plane in order that they can practice

demonstration as flight attendant/ cabin crew; native speakers sound, so they know how to pronounce word clearly; LCD and laptop used by the teacher to introduce and explain the material to the students in classroom.

4. The Evaluation Used in Teaching Public Speaking for Flight Attendant at LPPK Lareca Aviation

The evaluation used by the teacher to evaluate his students includes three aspects, there are cognitive, affective and psychomotor.

In cognitive aspect, the teacher evaluated the students' comprehension, grammar and vocabulary by giving a task like "fill the form CV, passport" and so on. Jasa Ungguh Muliawan stated on his book with the title " Metodologi Penelitian Pendidikan", 2014, p.30, that cognitive emphasis on the purpose or intellectual ability, such as knowledge, understanding and thinking skills. Merriam Webster stated that cognitive is of, relating to, being, or involving conscious intellectual activity (as thinking, reasoning, or remembering), (accessed on October 21st 2016 at 09:21 AM)

In affective aspect, the teacher evaluated the students' fluency through their attitude in the classroom. Elements of affection in the world of education better known as the emotional intelligence. Emotional intelligence is intelligence to self-control (Jasa Ungguh Muliawan, 2014, p.29). Merriam Webster stated that affective is relating to, arising from, or influencing feelings or emotions. (accessed on ctober 21st 2016 at

09:28 AM). There are 5 affective characteristics based on the goal: attitude, interest, self-concept, value, and moral. Actually there are many aspect that can be assessed in affective aspect but the teacher just assessed the students' activeness.

In psychomotor aspect, the teacher valued the students' pronunciation by giving a dialogue to practice with their friend. Elements of motor sometimes be construed as elements related to aspects of physical – biological human. (Jasa Ungguh Muliawan, 2014, p.28). Wikipedia stated that psychomotor learning is the relationship between cognitive functions and physical movement. Psychomotor learning is demonstrated by physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools. (accessed on October 21st 2016 at 09:31 AM).

Because of teaching public speaking for flight attendant, the teacher focuses is psychomotor aspect, which is the teacher expectation to his students is have a good pronunciation to speak and good movements to demonstrate in public when they go work.

One or more of at least five possible criteria in evaluating speaking: pronunciation when they something is, how fluent their speaking when they try to explain something, how good their pattern when they speak it, whether it grammatically or ungrammatically and how many vocabulary they have.

