

**ENGLISH PUBLIC SPEAKING PROGRAMMES AT ISLAMIC BOARDING HOUSE OF
MATLABUS SALIK NGANJUK
(A Case Study of Female Students)**

THESIS



By

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STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
FEBRUARY 2020**

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(A Case Study of Female Students)**

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Presented to

**State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of Sarjana in English Education**



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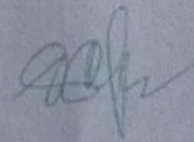
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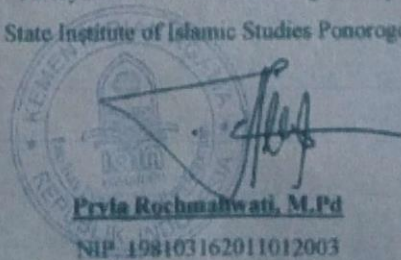
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DEDICATION

All praises to Allah who has blessed me until I can finish this thesis that becomes the requirement of the degree of Sarjana in English Department, Faculty of Tarbiah and Teacher Training, State Institute of Islamic Studies of Ponorogo. I, on the other hand, would like to dedicate this thesis to many inspiring people in my life. They are:

1. My beloved mother (Suyati), father (Taris), mother in law (Kadinem) my husband (Suyadi) and my son (Gibran Athalla Azzikri) for the biggest support love, prayer. They are the people who contributed the most in my life. I do love them.
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MOTTO

There is only one thing that makes a dream impossible to achieve: The fear of failure

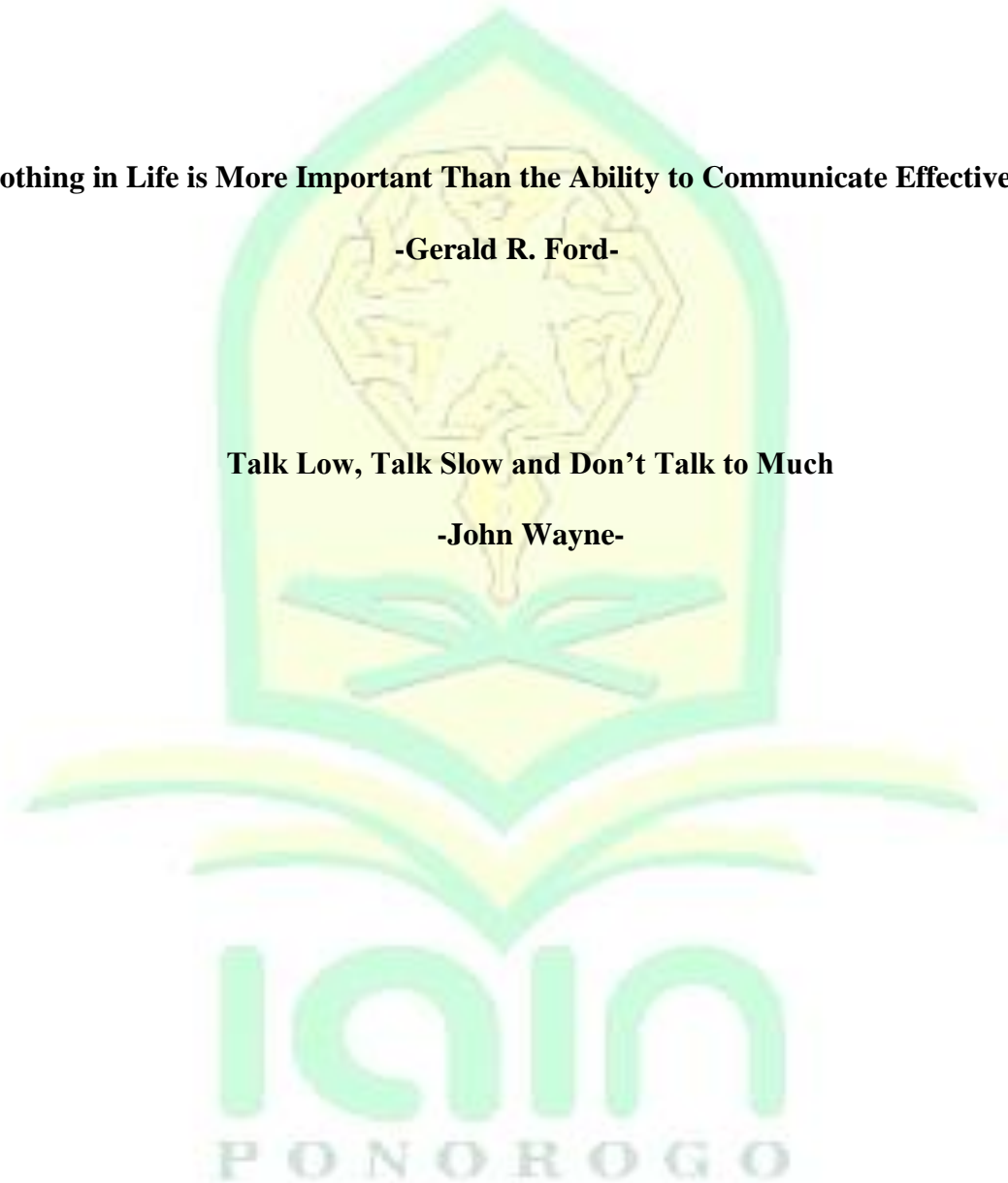
-Paulo Coelho, the Alchemist

Nothing in Life is More Important Than the Ability to Communicate Effectively

-Gerald R. Ford-

Talk Low, Talk Slow and Don't Talk to Much

-John Wayne-



ABSTRACT

Musetiarini. 2020. *English Public Speaking Programmes At Islamic Boarding House Of Matlabus Salik Nganjuk (A Case Study Of Female Students)*. Thesis, English Education Department, Tarbiyah Faculty, State Institute of Islamic Studies of Ponorogo, Advisor Dhinuk Puspita Kirana, M.Pd.

Key Word: Speaking and English Public Speaking

Speaking is one of the skill that have been learned since childhood, its related to many human activities and even ones daily activities. In the educational world, it helps the students to communicate effectively with their friends, teachers, and others. English public speaking is a suitable programs to speak confidently in public. English public speaking programs in order to make students increase their ability in speaking confidently.

The objectives of this research were to find out 1) The aims of public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk, 2) The implementation of public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk, 3) The student's responses in public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk.

This research was conducted in Islamic Boarding House of Matlabus Salik Nganjuk. It applied case study qualitative research. The researcher used the observation and interview to collect the data. After getting the data, they were analyzed through data reduction, data display, and conclusion drawing techniques.

The result of the research could be summarized as follows: 1) The aims of public speaking programs are: public speaking is to acquire the skills important to the students' succes in college, helps students to be more knowledgeable, public speaking helps to build the confidence in speaking, public speaking is to enhance the students' vocabularies. and also develop the students' critical thinking skills that are relevant to all professions and life situations. Those aims hopefully the students reach it to increasing their english speaking. 2) The implementation of public speaking are include: first, preparation; students have to prepare the material, the decoration of the stage and the costume based on they need. Second, practice; after preparing that all they need before performance, the student should practice their speech to deliver their speech confidently, and the last is performance, which this time to perform their speech. The participant those are, master of ceremony, speech participant, news reading participant, monologue performer, storytelling performer and entertainer. The entertainment includes: sing an english song, lip sync, video clip, drama, poem and show the procedure text. 3) The students give the diversity responses in the implementation of public speaking programs. Most of the students are enjoyed and felt enthusiastic in public speech. The students felt more confidently to speak in front of public. Despite of some students doesn't like in preparing the materials, but the students try hard to make it and enjoy it.

ABSTRAK

Musetiarini. 2020. *English Public Speaking Programmes At Islamic Boarding House Of Matlabus Salik Nganjuk (A Case Study Of Female Students)*. Thesis, Tadris Bahasa Inggris,, Tarbiyah dan Ilmu Keguruan, Isntitute Agama Islam Negeri, Ponorogo, Pembimbing Dhinuk Puspita Kirana, M.Pd.

Key Word: berbicara dan berbicara di depan umum

Berbicara, salah satu keterampilan yang telah dipelajari sejak anak-anak, itu terkait dengan banyak kegiatan manusia dan bahkan kegiatan sehari-hari. Di dunia pendidikan, ini membantu siswa untuk berkomunikasi secara efektif dengan teman, guru, dan orang lain. Berbicara di depan umum dalam bahasa Inggris adalah program yang cocok untuk berbicara dengan penuh percaya diri di depan umum. Program berbicara di depan umum bahasa Inggris untuk membuat siswa meningkatkan kemampuan mereka dalam berbicara dengan percaya diri.

Tujuan dari penelitian ini adalah untuk mengetahui 1) Tujuan dari program pidato di depan umum pada siswa putri kelas delapan dari pondok pesantren Matlabus Salik Nganjuk, 2) Pelaksanaan program pidato di depan umum pada siswa perempuan kelas delapan asrama Islam Matlabus Salik house Nganjuk, 3) Tanggapan siswa dalam program pidato di depan umum di kelas delapan siswa perempuan asrama Islam Matlabus Salik Nganjuk.

Penelitian ini dilakukan di Pondok Pesantren Matlabus Salik Nganjuk. penelitian ini menggunakan metode penelitian kualitatif studi kasus. Peneliti menggunakan observasi dan wawancara untuk mengumpulkan data. Setelah mendapatkan data, mereka dianalisis melalui reduksi data, tampilan data, dan teknik penarikan kesimpulan.

Hasil penelitian dapat diringkas sebagai berikut: 1) Tujuan dari program berbicara di depan umum adalah: berbicara di depan umum adalah untuk memperoleh keterampilan yang penting bagi keberhasilan siswa di perguruan tinggi, membantu siswa menjadi lebih berpengetahuan, berbicara di depan umum membantu membangun kepercayaan dalam berbicara, untuk meningkatkan kosa kata siswa . dan juga untuk mengembangkan keterampilan berpikir kritis siswa yang relevan dengan semua profesi dan situasi kehidupan. diharapkan para siswa mencapai itu untuk meningkatkan berbahasa Inggris mereka. 2) Pelaksanaan berbicara di depan umum meliputi: pertama, persiapan; siswa harus menyiapkan bahan, dekorasi panggung dan kostum sesuai kebutuhan mereka. Kedua, latihan; setelah mempersiapkan semua yang mereka butuhkan sebelum pertunjukan, siswa harus berlatih pidato mereka untuk menyampaikan pidato mereka dengan percaya diri, dan yang terakhir adalah penampilan, siswa menampilkan kemampuan mereka berbicara didepan umum. Pesertanya meliputi, pembawa acara, peserta pidato, peserta membaca berita, pemain monolog, pemain cerita dan penghibur. Hiburan tersebut meliputi: menyanyikan lagu bahasa Inggris, sinkronisasi bibir, klip video, drama, puisi, dan menampilkan teks prosedur. 3) Para siswa memberikan tanggapan yang beragam dalam pelaksanaan program berbicara di depan umum. Sebagian besar siswa menikmati dan merasa antusias dalam pidato publik. Para siswa merasa lebih percaya diri untuk berbicara di

depan umum. Meskipun beberapa siswa tidak suka dalam mempersiapkan materi, tetapi siswa berusaha keras untuk membuatnya dan menikmatinya.



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The writer is very grateful to Allah who has given her mercy and blessing so she can complete this thesis. Peace be upon to our prophet Muhammad who has introduced the religion to us. The writer realizes that she would not be able to finish her thesis by the title “English Public Speaking Programmes at Islamic Boarding House of Matlabus Salik Nganjuk” without the assistance, support, and guidance that are given by some great people. So, she would like to show her gratitude to the following:

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The writer says thanks a lot to you all. May Allah always bless you and give the best reward to you. Indeed, the good thing will appear the good effect to the doers. Besides that, she realizes that this is not a perfect thesis. Some mistakes can be found. Therefore, the suggestions and comments are needed by the writer.

Ponorogo, 22 April 2020



Musetiarini



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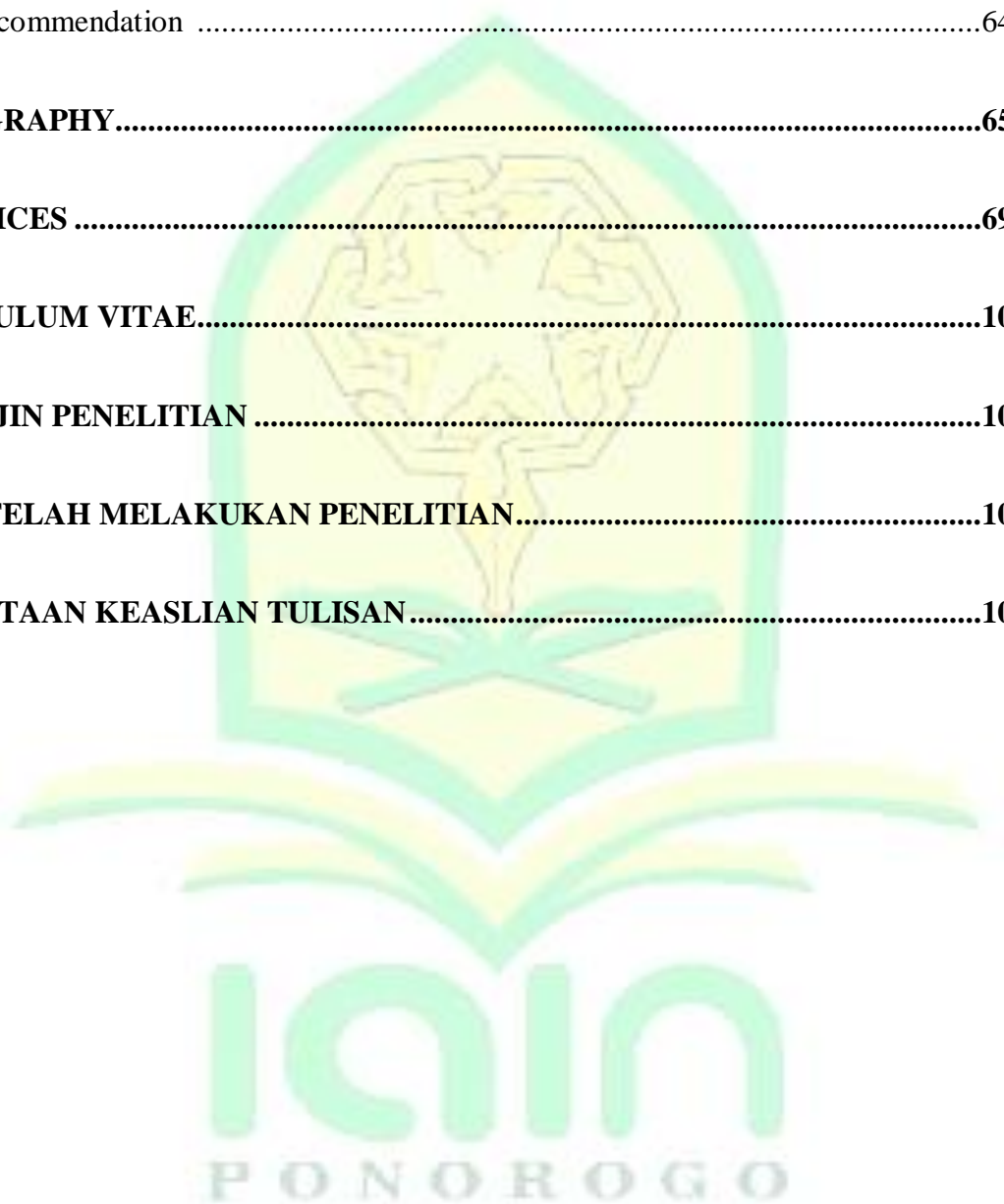
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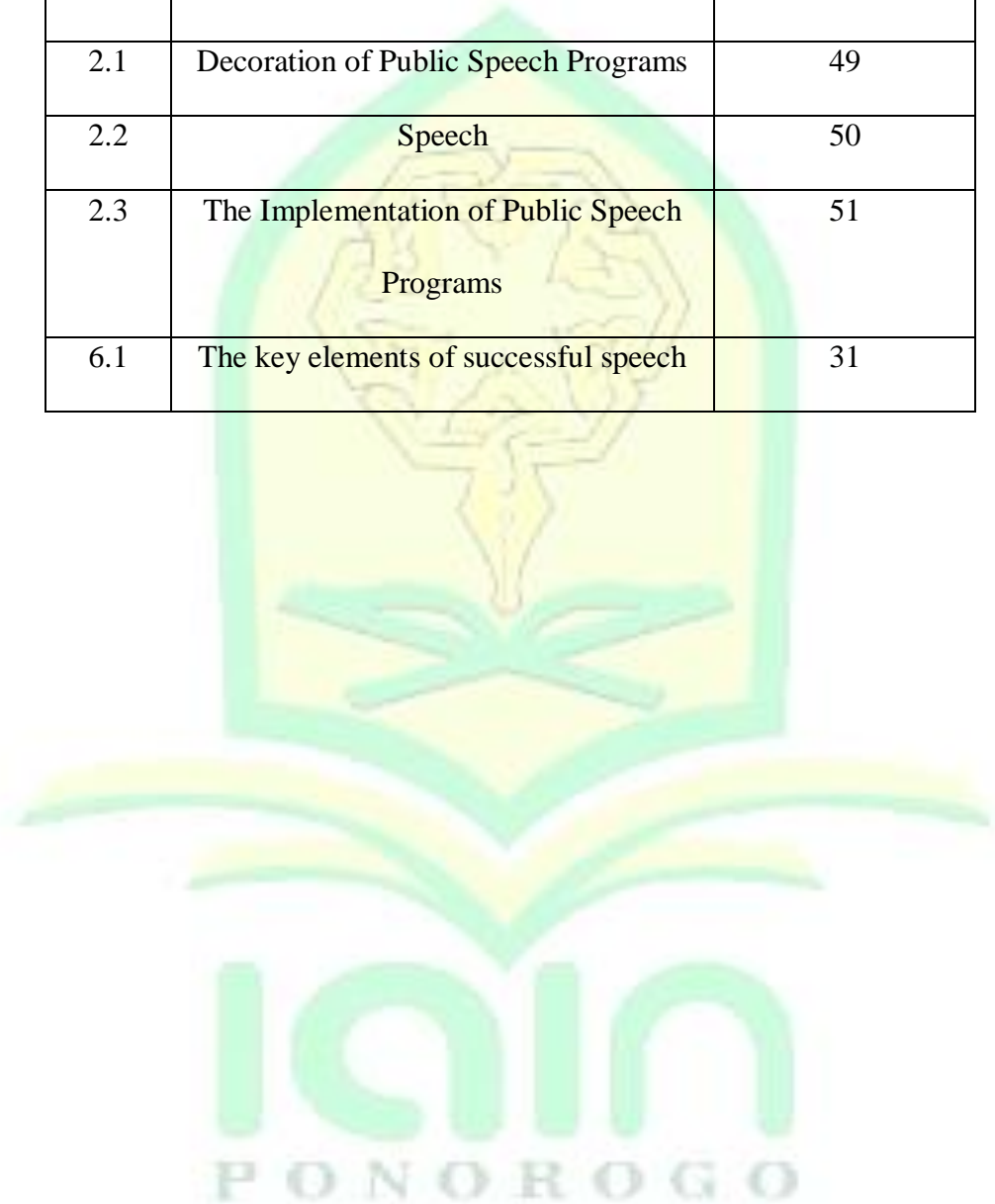
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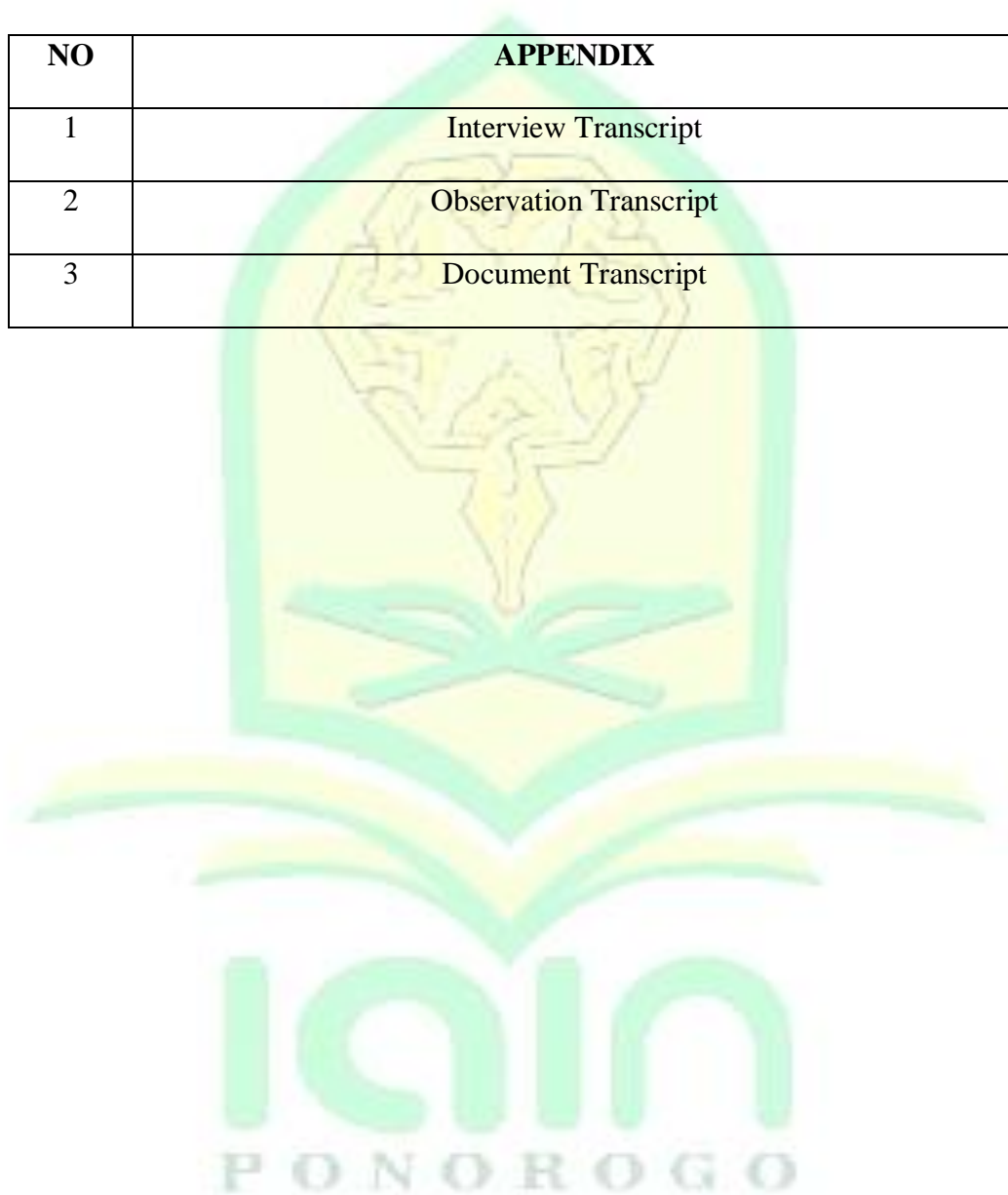
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CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses about background of the study, focus of the study, statement of problem, objective of the study, significance of the study and organization of the study.

A. Background of the Study

Public speaking is one of four categories of human communication: dyadic, small group, mass and public speaking. Dyadic communication happens between two people, as in a conversation. Small group communication involves a small number of people who can see and speak directly with one another. Mass communication occurs between speaker and a large audience of unknown people who usually are not present with the speaker, or who are part of such an immense crowd that there can be little or no interaction between speaker and listener. In public speaking, a speaker delivers a message with a specific purpose to an audience of people who are present during the delivery of the speech. Public speaking always includes a speaker who has a reason for speaking, an audience that gives the speaker its attention, and a message that is meant to accomplish a specific purpose. Public speakers address audience largely without interruption and take responsibility for the words and ideas being expressed¹. A speaker, an audience and the message are related each other in public speaking process.

Public speaking occurs in the public communication context. To select the most appropriate strategies for communicating in a public context, it is important to understand public speaking as it relates to the other contexts². When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgements about the speaker personality,

¹ Dan, O'Hair, Hannah Rubenstein, And Rob Stewart, *A pocket Guide To Public Speaking*, (New york: Boston, 2010), 5.

² Deanna D.Sellnow, *Confident Public Speaking*, (USA: Wadsworth, 2005), 9.

attitudes, home region and native/non-native speaker status. As speaker, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing, and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying³.

According to Templeton & Fitzgerald, public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. Public speaking is quite alike to presentation, where the difference is the latter is usually meant for commercial or academic environment. There are various purposes for a speaker to speak in front of the public. It can be just to tell a story, to share an experience, to inform about a message, or to motivate others to take an action. Public speaking skill can be used for leadership/personal development, business, customer service, large group communication, and mass communication too.⁴

The ability to speak confidently and convincingly in public is a valuable asset to anyone who want to take an active role in the world. Now, more than ever, public speaking has become both a vital life skill and a secret weapon in career development. Recruiters of top graduate school students report that what distinguishes the most sought-after candidates is not their “hard” knowledge of finance or physics, but the “soft skill” of communication. Dozens of surveys of managers and executives reveal that ability in oral and written communication is the most important skill they look for in a college graduate.

Perhaps more than any other course of study, public speaking offers extraordinarily useful practical knowledge and skill that lead to satisfying personal and professional development. For example, public speaking training sharpens your ability to reason and think

³ J. Charles Alderson and Lyle F. Bachman, *Assessing Speaking*, (New York: Cambridge University Press), 9-10.

⁴ Khoo Mun Yee and Dr. Mohamad Jafre Zainol Abidin, “The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety,” *International Journal of English Language and Literature*, 2 (November 2014), 127.

critically. As you study public speaking , you will learn to construct claims and then present evidence and reasoning that logically support them⁵.

Speaker is the person who is presenting an oral message to a listener. Speech communication begins with a speaker. The message is whatever a speaker communication to someone else.⁶ The message is the speaker conveyss to the listener. Listeners combine what they hear and see to determine the message. In other words, the message is not only what they say but also how they say it. The effective public speakers do two things: appeal to the range of diversity represented in any audience and adapt the messages to the particular audience. This required being audience centered, which is accomplished by audience analysis. Audience Analysis is the process of of finding out who your listeners are and then adapting the speech to make it relevant to the audience's interest and desires⁷.

Through the learning of public speaking skills, it would be beneficial for the students as they will be able to brush up on their personal and social interaction, academic improvement and most importantly on their career benefits. From the practice of public speaking, a student will be able to build up confidence in persuading others more effectively o n the ideas and opinion that they would like to share. Besides, in an academic setting, being involved in public presentations and group discussions are common activities that a tertiary student need to master. After the students overcome the anxiety to speak in public, through the lime light of speaking in front of others, it will also improve the motivational level of the students (Bodie, 15). As when students have the chances to present their speeches in front of their peers,

⁵Dan, O'Hair, Hannah Rubenstein, And Rob Stewart, *A pocket Guide To Public Speaking*, (New york: Boston, 2010), 2.

⁶ Stephen E. Lucas, *The Art Of Public Speaking*, (New york: McGrawHill, 2009), 17.

⁷Deanna D.Sellnow, *Confident Public Speaking*, (USA: Wadsworth, 2005),, 16.

observing the feedbacks given, this would prompt the student to be more self-motivated in getting new ideas and forming opinions to share for the next time.⁸

Based on the result of interview with the teacher of this boarding house, the researcher find out that boarding is Matlabus Salik stand since 2016 years ago. It is a modern boarding house which applied a bilingual language are Arabic and English. So all the students and all teachers should to use these language in daily. One of the strategies to fluent their language is public speaking programs,. One of the aim of this programmes is making them to have a confidence character to speak in front of their peers.⁹ Because of this programmes use a bilingual language and ofcourse there were something unique activities, then the researcher exited to know about the english public speaking more deeply.

As matter of fact, Public Speaking is considered as an important skill that helps students to be more fluent and more confident in presentations and communication. Related to the explanation above, the researcher will conduct a research entitled ENGLISH PUBLIC SPEAKING PROGRAMMES AT ISLAMIC BOARDING HOUSE OF MATLABUS SALIK NGANJUK (Case Study Female Students of Eighth Grade in 2019/2020 Academic Year).

By conducting this research, the researcher would like to observe and analyze the students' implementation and practices about public speaking programme and its solutions to help them overcome the problems and give them some suggestions to be better in Public Speaker.

⁸ Khoo Mun Yee and Dr. Mohamad Jafre Zainol Abidin,"*The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety*," International Journal of English Language and Literature, 2 (November 2014), 127.

⁹ Interview to Mr. Munir in Matlabus Salik Islamic Boarding House Nganjuk on January 12, 2020.

B. Focus of the Study

1. This study focused on the Aims, implementation and students's responses of public speaking programmes
2. For the objects, they was specific to the female students' in the Eighth Grade Matlabus Salik Nganjuk in 2019/2020 academic years.

C. Statement of the Problems

The statement of problems is formulated as follows:

1. What are the aims of public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding school Nganjuk?
2. How is the implementation of public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk?
3. What are the student's responses in public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk?

D. Objectives of the Study

Based on the statement of study, this particular study is aimed at finding out wheather

1. The aims of public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk
2. The implementation of public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk
3. The student's responses in public speaking programmes at the female students eighth grade of Matlabus Salik islamic boarding house Nganjuk

E. Significance of the Study

This study is expected to give the valuable contributions presented as follow:

1. Theoretical Significance

Related to the theoretical significance, the researcher hopes that this research will give a valuable contribution for developing theory of public speaking materials. This research, in other hand, is expected to enrich the knowledge and references about it.

a. Practical Significance

1) The teacher

This study is expected to help the teachers' method in teaching, especially the english teacher. Automatically the teacher know how to give the appropriate methods and strategies for the students to empower their language skill. Besides, the teachers also can understand more about the students' perceptions of English Public Speaking class and teach them with the better methods and fully exploit the potencial or students passion of learning in this class.

2) The students

The students are expected to know the aims, methods, medias in learning process and find out their response of english public speaking class for more understanding about how they feel and what are their challenges in english public speaking class.

3) The readers

The result is expected to make the readers interested in observing the effectiveness of this method from other point of view.

F. Organization of the Thesis

To make easier in writing the thesis, the thesis will be divide into six chapters as follows:

Chapter I introduces the whole of the research content which consists of some subchapters. They are : background of the study which discusses about the reason of choosing the title, focus of the study which minimizes and focus the discussion area, statement of the problems that brings up some questions which are answered by conducting this study (about the aims, the implementation process of public speaking programmes and also the students' responses), objectives of the study that become the intention of this study, significance of the study that explains the contributions of this study, and organization of the thesis which resumes all chapters and subchapters in this thesis.

Chapter II discusses about previous research finding and theoretical background. The previous research findings help the researcher to finish this research. Here, the researcher takes the researches that were conducted by Ayu Radhiah, Johannes Abidan Theopilia Tambunan, Yohana Belinda Rosaria and Cheryl Watkins as the previous research findings. The theoretical background in this research is about public speaking (the nature of speaking, public speaking, the benefits and necessity of public speaking, speaking confidently, types of public speaking, three parts of persuasion by aristotle, the three P's of succesful speech).

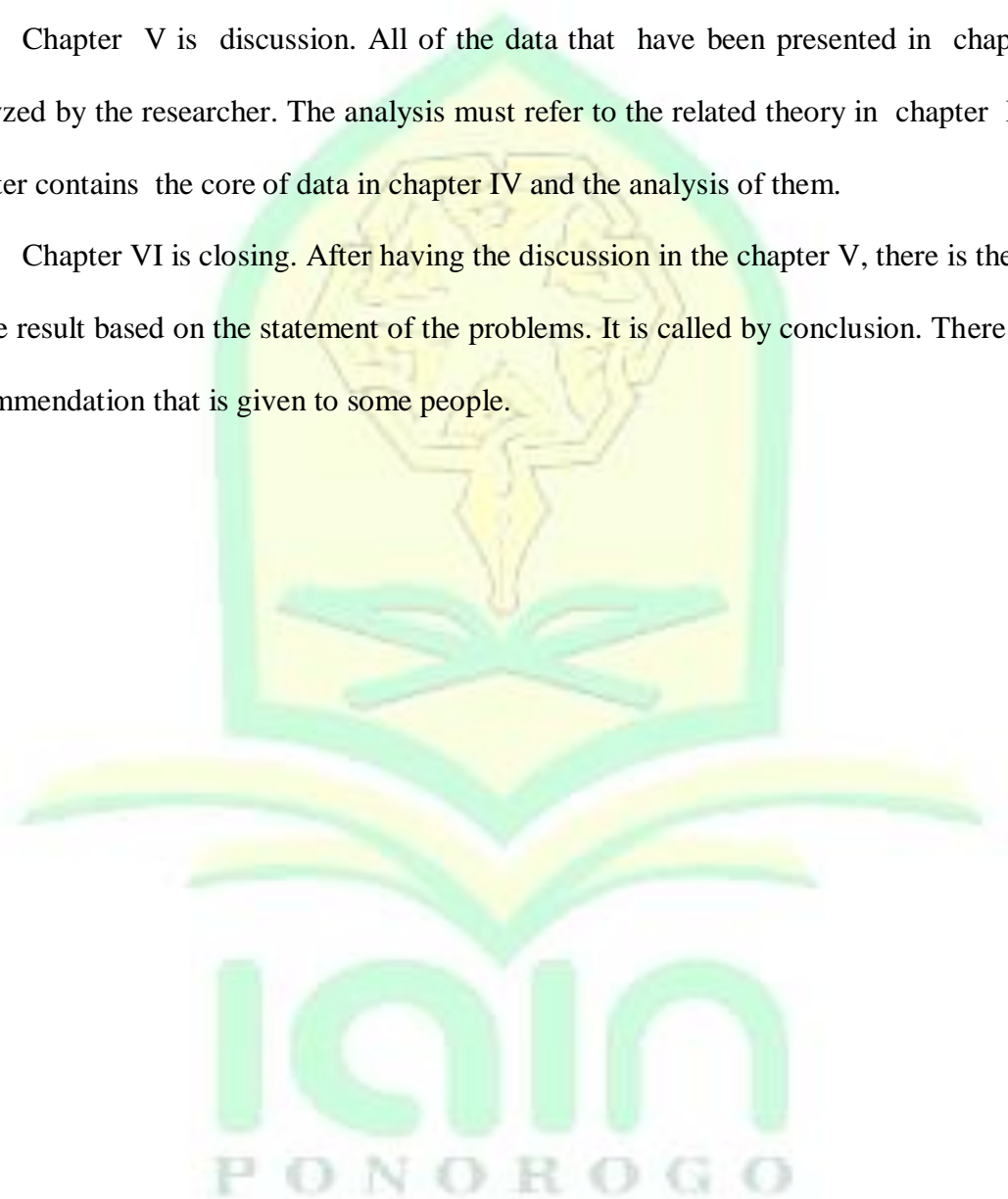
Chapter III explains about research method that consists of research design that is used in this research, researcher's role, research location, data source, technique of data collection, technique of data analysis, data credibility, and research procedure.

Chapter IV discusses about research findings that consist of two big subchapters. They are the general data and the specific one. The general data includes the history of the

boarding house of Matlabus Salik Nganjuk, geographical place, vision and mission of the school, and teaching English in that school while the specific data presents the data that are gotten from all data collection techniques after passing all data analysis techniques about four statement of the problems.

Chapter V is discussion. All of the data that have been presented in chapter V are analyzed by the researcher. The analysis must refer to the related theory in chapter II. So, this chapter contains the core of data in chapter IV and the analysis of them.

Chapter VI is closing. After having the discussion in the chapter V, there is the summary of the result based on the statement of the problems. It is called by conclusion. There is also the recommendation that is given to some people.



CHAPTER II

PREVIOUS RESEARCH FINDINGS AND THEORETICAL BACKGROUND

In this chapter the researcher discusses about previous research findings and theoretical background

A. Previous Research Findings

There were some previous researches related to the topic. They helped the researcher to finish this research. In this part, the researcher discussed the several previous researches as the guidance to do this thesis.

The first was a research that was conducted by Ayu Radhiah by the title: Exploring EFL Students' Perception On 'Public Speaking' Class (A Case Study At Uin Ar-Raniry) English Language Education Department, Faculty Of Education and Teacher Training Ar-Raniry State Islamic University, Darussalam Banda Aceh. In that research, the reseachers wanted to investigate "EFL Students' perceptions about English Public Speaking Class andThe EFL Students' challenges in English Public Speaking Class". Based on the research, most of the participants had positive perceptions towards English Public peaking class, in terms of impression, the importance of EPS class, the improvement, the materials and the lecturers. In addition, they also had some difficult experiences or challenges during the class and also have their own ways to cope with difficulties in EPS class. Overall, all participants have the positive perceptions toward English Public Speaking class.¹⁰

Second was a research that was conducted by Johannes Abidan Theophilia Tambunan by the title: Students' Anxiety In Public Speaking English Language Education

¹⁰ Ayu Radhiah, "Exploring EFL Students' Perceptions on 'Public Speaking' class," (Thesis, State Islamic University, Darussalam Banda Aceh, 2017), 6.

Study Program Department of Language and Art Education Faculty of Teachers Training Education Sanata Dharma University Yogyakarta. In that research, the researchers wanted to investigate “students anxious in public speaking and the effects of group practice reduce students anxiety in public speaking. Based on the research, there were five causes of public speaking anxiety and four effects of group practice to reduce public speaking anxiety. The causes were the mastering of materials, self confidence, nervousness, panic and fear of making many mistakes. The effects were the students could get the opportunity to practice together with classmates, the students could get feedbacks from friends, the students could stimulate real situation by doing group practice, the students could gain more knowledge.¹¹

Third was a research that was conducted by Yohana Belinda Rosariaby the title: Students’ Self-Efficacy to Perform Speech in Public Speaking Class English Language Education Study Program Department of Language and Art Education Faculty of Teachers Training Education Sanata Dharma University Yogyakarta. This research aims to know the students’ self-efficacy to perform speech in public speaking class and to know how self-efficacy can influence the students’ speech performance. Most of the students have high self-efficacy in performing the speech in the public speaking class. They assume that self-efficacy give a big influence to their performances. Self-efficacy helps them to achieve their goals, succeed in every speech, handle any situation while performing a speech, apply their on strategies in order to deliver a good speech and also control their nervousness.¹²

Fourth was a research that was conducted by Cheryl Watkins by the title: Strategies for ESL Students in Community Colleges to Develop Their Public Speaking Skills University of Franscisco. The project focused on three key areas are way to reduce the fear

¹¹ Johannes Abidan Theophilia Tambunan, “Students’ Anxiety In Public Speaking,” (Thesis, Faculty of Teachers Training and Education Sanata Dharma University, Yogyakarta, 2018).

¹² Yohana Belinda Rosaria, “Students’ Self-Efficacy To Perform Speech In Public Speaking Class,” (Thesis, Faculty of Teachers Training and Education Sanata Dharma University, Yogyakarta, 2017).

and anxiety associated with public speaking, the role of small groups in planning and presenting oral presentations and the use of feedback and self-help strategies to improve public speaking skills. With increased self confidence and strengthened public speaking skills, community college ESL students will be better prepared to succeed in their further education and as employees in the workforce.¹³

B. Theoretical Background

1. The Nature of Speaking

a. Definition of speaking

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan, 1995). According to Chaney (1998), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown (1994) and Burns and Joyce (1997) defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information.

Bygate (1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny (1981), Florez (1999), Howarth (2001), and Abd El Fattah Torky (2006) defined speaking as a two way process including a true communication of opinions, information, or emotions.

¹³ Cheryl Watkins, “Strategies for ESL Students in Community Colleges to Develop Their Public Speaking Skills”(Thesis, University of San Francisco, December 2014).

This top down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context.¹⁴

b. The Purpose of Speaking

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse. In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54- 55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169). Examples of interactional uses of language are greetings, small talks, and compliments. Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43 and Richards, 1990: 54-55).

¹⁴Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research English Education*, School of Educational Studies, Universiti Sains Malaysia, 36.

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So both purposes can be viewed as two dimensions of spoken interaction. Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- 1) Personal - expressing personal feelings, opinions, beliefs and ideas.
- 2) Descriptive- describing someone or something, real or imagined.
- 3) Narrative-creating and telling stories or chronologically sequenced events.
- 4) Instructive-giving instructions or providing directions designed to produce an outcome.
- 5) Questioning-asking questions to obtain information.
- 6) Comparative-comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7) Imaginative-expressing mental images of people, places, events, and objects.
- 8) Predictive-predicting possible future events.
- 9) Interpretative-exploring meanings, creating hypothetical deductions, and considering inferences.
- 10) Persuasive-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way. 110
- 11) Explanatory-explaining, clarifying, and supporting ideas and opinions.
- 12) Informative-sharing information with others

c. Aspects of Speaking

Brown describes speaking aspects into two categories; accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar, and pronunciation. Accuracy usually emphasized in controlled and guided speaking activities, where the teacher makes it clear from feedback that accuracy is important. While in freer speaking activities, the teacher is hoping for the correct use of language but is also keen to encourage the students' attempts to use the language they have in order to communicate.

Fluency, on the other side, can be thought of as "the ability to keep going when speaking spontaneously." Not only fluent, the learners should also be able to get the message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes. The teacher better not to give comment during fluency activity, however in feedback afterwards the teacher can comment favorably on any strategies the students used to increase their fluency.¹⁵

In addition, Richards defines fluency as natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in their communicative competence. Fluency is developed by creating classroom activities in which the students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Contrasted with fluency practice, the focus of accuracy practice is on creating correct examples of language use.¹⁶

¹⁵H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed., (New York: Addison Wesley Longman, Inc., 2001), 268-269.

¹⁶Jack C. Richards, *The Language Teaching Matrix*, (New York: Cambridge University Press, 1990), 75-76.

d. Teaching Speaking

The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1990).

Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse (McCarthy and Carter, 1997). These differences reflect the different purposes for which spoken and written language are used. Jones (1996:12) comments: “In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper”.

Research has also thrown considerable light on the complexity of spoken inter-action in either a first or second language. For example, Luoma (2004) cites some of the following features of spoken discourse:

- 1) Composed of idea units (conjoined short phrases and clauses)
- 2) May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- 3) Employs more vague or generic words than written language
- 4) Employs fixed phrases, fillers, and hesitation markers
- 5) Contains slips and errors reflecting online processing
- 6) Involves reciprocity (i.e., interactions are jointly constructed)
- 7) Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context¹⁷

2. Public Speaking

According to (Brewer, 2001), public speaking is one of the most reported fears in the American public. Some students with weak speaking competence may have a greater challenge in delivering oral presentations because of problems with expressive communication skills.¹⁸

According to the Association of American Colleges and Universities, there are a core set of skill that are necessary “both for a globally engaged democracy and for a dynamic, innovation fueled economy”. In the category of “intellectual and practical skills” Public Speaking is listed as one of these core skills. Public speaking the process of designing and delivering a message to an audience. Effective public speaking

¹⁷ Jack C. Richards, *Teaching Listening and Speaking From Theory to Practice*, (New York: Cambridge University Press, 2008), 19.

¹⁸Nasser Omer M. Al-Tamimi, “Public Speaking Instruction: Abridge to Improve English Speaking Competence and Reducing Communication Apprehension,” *International Journal of Linguistics and Communication*, 2, 4.

involves understanding your audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech.¹⁹

This is not particularly surprising given that communication skills are critical for intellectual development, career trajectory, and civic engagement. Public speaking is universally applicable to all types of majors and occupations and is seen by U.S. employers as a critical employability skill for job seekers..²⁰

According to Templeton & Fitzgerald, public speaking is having a speaker to stand before the audience to deliver a speech in a structured manner, with the purpose of either persuade, inform or entertain the audience. Public speaking is quite alike to presentation, where the difference is the latter is usually meant for commercial or academic environment. There are various purposes for a speaker to speak in front of the public. It can be just to tell a story, to share an experience, to inform about a message, or to motivate others to take an action. Public speaking skill can be used for leadership/personal development, business, customer service, large group communication, and mass communication too. For instance, the audience emotions might even be stirred up, if the speaker is good in getting into personal sharing and show sincerity in what he is delivering. With confidence, a public speaker can use such skills

¹⁹ Saylor foundation, *Stand Up, Speak-the Practice and Ethics of Public Speaking*<http://www.saylor.org/books>

²⁰ Tammera Stokes Rice, *Fundamentals of Public Speaking*, (College of the Canyons: Creative Commons Attribution License, 2017) 4.

to create an exciting atmosphere among the audience. Thus, his overall speech effectiveness can be increased.²¹

A century ago, in his book „Handbook of Public Speaking“, John Dolman noted that public speaking is significantly different from theater performances that,, is not conventionalised imitation of life, but life itself, a natural function of life, a real human being in a real communication with neighbors, and the best is when it is the most realistic“(Dolman 1922.).

Some official definition of public speaking would be: "Public speaking (sometimes termed oratory or oration) is the process or act of performing a presentation (a speech) focused around an individual directly speaking to a live audience in a structured, deliberate manner in order to inform, influence, or entertain them. Public speaking is commonly understood as the formal, face-to-face talking of a single person to a group of listeners. It is closely allied to "presenting", although the latter is more often associated with commercial activity. Most of the time, public speaking is to persuade the audience."When one reads this definition, it seems as if the public appearance is a simple activity, where it is only necessary to tell something to someone, to speak it and thus we finished our job and fulfill the task. Well, the thing is that in practice it is quite different and connected with a lot of different factors to be taken into account when one gives a speech.²²

²¹ Khoo Mun Yee and Dr. Mohamad Jafre Zainol Abidin, "The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety," *International Journal of English Language and Literature*, 2 (November 2014), 128.

²²Ochobe Jabhot Hactia, "Basics Public Speaking," *Journal of Economics, Management and Informatics*, 8 (2017), 35.

3. The Benefits and Necessity of Public Speaking

The developing speaking skills will benefit your personal, professional, and public life.

a. Personal Benefit

Public speaking can benefit you in three ways, first, public speaking can help you acquire skills important to your success in college. According to a Carnegie Foundation report, “To succeed in college, undergraduates should be able to write and speak with clarity, and to read and listen with comprehension. Language and thought are inextricably connected, and as undergraduates develop their linguistic skills, they improve the quality of their thinking and become intellectually and socially empowered”. They include words such as analyzing, researching, organizing, wording, and delivering. These are skills you will use in constructing and delivering your speeches. They are also transferable skills, meaning they can help you throughout your academic studies and in your chosen career. Second, public speaking can help you become more knowledgeable. According to one study, we remember: *“10 percent of what we read, 20 percent of what we hear, 30 percent of what we see, and 70 percent of what we speak”*.²³

Speaking is an active process. You discover ideas, shape them into a message, and deliver that message using your voice and body. The act of speaking is a crucial test of your thinking skills. As author E. M. Forster observed, “How do I know what I think until I’ve seen what I’ve said?” By

²³George L. Grice and John F. Skinner, *Mastering Public Speaking*, (United States of America: Allyn & Bacon, 1993) 2-3.

learning how to construct an effective speech, you will also learn to be a better listener. The third personal benefit of public speaking is that it can help build your confidence. The confidence and poise you gain as you begin to master public speaking will help you when you give that oral report in your British literature class or when you urge your school board to retain the music education program. Great speaking requires practice, but your efforts will bring you these three personal rewards.²⁴

b. Professional Benefits

Studying communication, specifically public speaking, is also important to you professionally. Numerous studies document a strong relationship between communication competence and career success. Effective speaking skills enhance your chances of securing employment and then advancing in your career. In a 2005 report, the National Association of Colleges and Employers listed the characteristics that employers consider most important in hiring an employee. At the top of the list was communication skills. In another survey of 1,000 randomly selected human resource managers to determine the “factors most important in helping graduating college students obtain employment,” oral communication skills ranked first, written communication second, and listening third. Oral communication clearly plays a critical role in your professional life. This course will instruct you in two of those vital skills: public speaking and listening²⁵

²⁴*Ibid*, 4

²⁵ George L. Grice and John F. Skinner, *Mastering Public Speaking*, (United State of America: Allyn & Bacon, 1993), 3.

c. Public Benefits

Learning about public speaking will allow you to participate in democracy at its most basic level. Public speaking is important in creating and sustaining a society, which includes informed, active participants. Even if you do not plan to run for office, learning about public speaking helps you to listen more carefully to and critically evaluate other's speeches. Listening and critical thinking allow you to understand public dilemmas, form an opinion about them, and participate in resolving them. The progress of the past century involving segregation, women's rights and environmental protection are the result of people advancing new ideas and speaking out to others to persuade them to adopt changes.²⁶

4. Speaking Confidently

Improving your public speaking and communication skills increases your self-confidence, but studies have revealed an additional benefit: Professionals with good communication skills are promoted more often and faster within their job environment. Top company executives polled said that the one essential skill they look for in an employee slated for promotion is the ability to effectively communicate ideas.

Effective public speaking is not simply about learning what to say, but about developing the confidence to say it. For many, it all comes down to overcoming those nerves and convincing yourself that you can actually get up there and! Each individual deals with CA most effectively through increased self-awareness and a willingness to work on reducing its impact.²⁷

²⁶ Tammera Stokes Rice, *Fundamentals of Public Speaking*, (College of the Canyons: Creative Commons Attribution License, 2017) 6.

²⁷*Ibid*, 57.

Communication apprehension, the perceived “fear or anxiety associated with either real or anticipated communication with another person or persons” is widespread.²⁸ At its heart, communication apprehension is a psychological response to evaluation. This psychological response, however, quickly becomes physical as our body responds to the threat the mind perceives. Our bodies cannot distinguish between psychological and physical threats, so we react as though we were facing a Mack truck barreling in our direction. The body’s circulatory and adrenal systems shift into overdrive, preparing us to function at maximum physical efficiency—the “flight or fight” response.

Yet instead of running away or fighting, all we need to do is stand and talk. When it comes to communication apprehension, our physical responses are often not well adapted to the nature of the threat we face, as the excess energy created by our body can make it harder for us to be effective public speakers. But because communication apprehension is rooted in our minds, if we understand more about the nature of the body’s responses to stress, we can better develop mechanisms for managing the body’s misguided attempts to help us cope with our fear of social judgment.

One form of communication apprehension, public speaking anxiety, affects even people with a great deal of public speaking experience. As you can see, if you are nervous about public speaking and experience what we sometimes call “platform panic,” you are in good company. What is this platform panic and how does it affect us? Chemically and physiologically, we all experience stage fright in the same way. Adrenaline is suddenly pumped into the bloodstream. Respiration increases dramatically. So do heart rate and “galvanic skin response”—the amount of perspiration on the surface

²⁸ George L. Grice and John F. Skinner, *Mastering Public Speaking*, (United State of America: Allyn n Bacon, 2010) 36.

of the skin. All these things occur so that oxygen-rich blood can be quickly channeled to the large muscle groups. You may have heard stories of a 135-pound person lifting the front of a car to help rescue someone pinned under it. Such incidents happen because the body is suddenly mobilized to do what must be done.²⁹

a. The Techniques for Building Confidence

1) Prepare Well

The correlation between preparation and nervousness is consistent. More practice results in less nervousness. The best, most consistent and direct way to minimize the level of nervousness you feel is through effective preparation. This is always true. Importantly, the best sort of practice is the kind that prepares you properly. Many students do not practice effectively, and this can result in the wrong idea that practice isn't helpful. Unfortunately, these same students usually have had little, if any, training in how one might prepare for a presentation, and so they employ the scholastic training they are most familiar with – how to write a paper. This is not the same activity as presenting, and so the lack of proper preparation only contributes to the lack of confidence. Let's look at a few elements of effective practice.

2) Visualize Success

Athletes and performers are often coached to visualize what they are trying to do as a way to perform correctly. Baseball players need to anticipate what they will do if the ball is hit their way so that they are ready to perform without having to make splitsecond choices. Football and basketball players must envision how each member of the team will move during a particular play

²⁹Saylor foundation, *Stand Up, Speak-the Practice and Ethics of Public Speaking* <http://www.saylor.org/books>,

because team success depends on speedy and flawless coordination between individuals. Dancers and divers are trained to visualize the form and positioning of their bodies as they execute their moves. Golfers are coached to visualize the flight and arc of the shot they are about to attempt. Engaging the imagination in this way can be beneficial to performance. Speakers too, should visualize success. As you practice, visualize yourself presenting with confidence to a receptive audience. “See” your relaxed facial expressions and “hear” your confident vocal tone. Imagine yourself moving gracefully, complementing what you say with expressive gestures. Imagine the audience reacting appropriately – nodding appreciatively and giving thoughtful consideration to your points. Imagine the gratification of watching the audience really “get it.” When you can honestly envision yourself performing at this level, you are taking an important step toward achieving that goal.

3) Avoid Gimmicks

Some acting coaches (and speech teachers) encourage their students to practice in front of mirrors, so that they can watch themselves perform and evaluate how they move. In acting, this can be very useful; but in speaking, it is less so. When you practice your presentation, the most important element is expressiveness. You want to become more familiar with the volume of material, the order in which you plan to present it, and the phrasing you think would be most effective to express it. Watching yourself perform in a mirror will focus your attention on your appearance first – and on what you express second. This makes using a mirror during practice a distraction from what the practice ought to achieve. Many of my students have discussed hearing “tips” like imagining the

audience wearing pink bunny-ears as a way to make them less intimidating. These sorts of gimmicks don't work! In fact, concentrating on anything other than what you are doing is distracting and not beneficial at all.

4) Breathe and Release

One type of pre-presentation exercise that might be helpful is based on a therapeutic idea called systematic de-sensitization, which is a multi-stage regimen to help patients deal with phobias through coping mechanisms. Going through both the cognitive and behavioral aspects of systematic desensitization often requires weeks of concerted effort to overcome the body's involuntary reactions to stress. That sort of psychological therapy involves gradual exposure to what produces the anxiety, long-term selfreflection, and mental discipline. Here, we will discuss a shortened version called "breathe and release." This is a short-cut relaxation technique that could be useful for nervous speakers – especially those who are concerned with the physical manifestations of nervousness, such as shaky hands or knees.

The key to "breathe and release" is to understand that when nervous tension results in minor trembling, the effort of trying to keep one's hands from shaking can contribute to the whole situation – that is, trying to stop literally can make it worse! Therefore, the best approach is through relaxation.

5) Minimize What You Memorize

One important hint for speech preparation involves avoiding the writing of an entirely scripted version of the presentation. Many people have the impression that writing a script of the entire speech is the necessary first step in preparation; that practicing can only happen after you are done writing the entire

speech. Unfortunately, this common impression is mistaken. Remember that lunch with your friends? When you were describing the movie plot, you were being conversant in a prepared way. This means that you knew what you were describing, but you were not concerned with the specific words you were using. Being conversant is the condition of being prepared to discuss an issue intelligently. Fans of sports are conversant about their favorite teams. Experts are conversant in their fields. A well-prepared speaker is with regard to her topic. Consider how being conversant in this manner allows freer, more fluid communication, with no stress associated with your ability to remember what words you wanted to use. Being conversant also gives the speaker the best chance to recognize and react to audience feedback. If you are completely focused on the integrity of scripted comments, then you will be unable to read and react to your audience in any meaningful way. Imagine how frustrating it would be for your friends at that lunch if you would not respond to any of their questions until you were finished reading a few descriptive paragraphs about the movie. They would probably just wait until you were done reading and then try to engage you in a conversation.

6) Practice Out Loud

Remember the very first time you tried to do anything – a game, a sport, an activity, anything at all. How good were you out of the gate? Perhaps you had talent or were gifted with a “feel” for what you were doing. But even then, didn’t you get better with more experience? Nobody does anything the very best they can on their very first attempt, and everyone – even the most talented among us – will benefit from effective practice. Speaking in public is no different from any

other activity in this way. To maximize the chance that your presentation will come out smooth and polished, you will need to hear it all the way through. By practicing out loud, from the beginning to the ending, you will be able to listen to your whole speech and properly gauge the flow of your entire presentation.

Additionally, without at least one complete out-loud practice, there will be no way to accurately estimate the length of your speech and your preparation will remain insufficient. When dealing with CA, the last thing you want is to leave some questions unanswered in your own mind! The out-loud “dress rehearsal” is the single, most important element to your preparation. Without it, you will be delivering your presentation in full for the first time when it counts the most. Putting yourself at that sort of disadvantage isn’t wise, and is easily avoided. Consider your current method of preparing a public presentation. At some point, you will have gathered notes and information together. That represents an opportune moment for your first out-loud practice.

Prepare for your public presentation by speaking and listening to yourself, rather than by writing, editing, and rewriting. Remember that when you are having a conversation, you never use the same sort of language and syntax as you do when you are writing a formal paper. Practice with the goal of becoming conversant in your topic, not fluent with a script.

7) Customize Your Practice

We’ve discussed a variety of techniques in this chapter; from the importance of outloud practice to suggestions of when, during your preparation, you should start the outloud practice. We’ve discussed Cognitive Restructuring as a means of changing your attitude about presenting in a positive way.

Depending on your personal brand of CA, you may choose to implement these hints in different ways. Take a moment to reflect on what causes your CA. Do you dislike the feeling of being the center of attention? Are you more concerned with who is in the audience and what they might think of you? Or are you worried about “freezing” in front of the audience and forgetting what you wanted to say? Write some of these concerns down and put them into a priority order. If you are worried about a particular issue or problem, how might you prepare to minimize the chance of that issue arising? Then consider your current method of preparation. Do you prepare more for a written paper than for an oral presentation? Do you have the goal of presenting a scripted message? Do you practice out loud? When, during your process, do you practice aloud? Do you practice at all before you begin to compose your speaking notes; or do you only practice after? Remember that dealing with CA often involves the breaking of a mental habit. It is a good idea to change what you have done previously. Be deliberate. Observe what works for your situation. Recall what was discussed at the beginning of this chapter: CA is a condition unique to each person dealing with it. CA is the result of many varied causes – some internal and personal, some external and experiential. Dealing with anxiety may be as much dealing with your attitude as with your skills, as much a struggle with perception as with ability.

Because of this, you are in the best position to know how to deal with your particular brand of CA. As stated earlier in the chapter: Each individual deals with CA most effectively through increased self-awareness and a willingness to take each of the steps in the entire process. After you acknowledge

your reality, then you take the steps necessary to overcome apprehension. When you've read about the ways to overcome the debilitating impact of CA, the next steps in your process involve seeing what works best for you. Do not continue to prepare in exactly the same way as before. Speak more; write and revise less. Be sure to practice out-loud at least once during your preparation, in order to prepare yourself sufficiently. Reflect on your personal concerns and try Cognitive Restructuring on those concerns. Take your time. Do the work. Have confidence that your preparation will yield positive results.³⁰

5. Types of Public Speaking

There are three types of speeches: informative, persuasive, and speaking on special occasion.

a. Informative speech

To inform is to communicate knowledge. An informative speech provides new information, new insights, or new ways of thinking about a topic. Your speech might be an explanation of a concept or practice; a description of a person, place, or event; or a physical demonstration of how something works. As long as the audience learns something, the options are nearly limitless.³¹ There are many ways to classify informative speeches. Here we focus on the kinds you are most likely to give in your speech class. Speeches about objects, speeches about processes, speeches about events, and speeches about concepts.³²

³⁰ Tamera Stokes Rice, *Fundamentals of Public Speaking*, (College of the Canyons: Creative Commons Attribution License, 2017) 62.

³¹ Dan, O'Hair, Hannah Rubenstein, And Rob Stewart,), 175.

³² Stephen Lucas, *The Art of Public Speaking*, (New York: Mc Graw Hill, 2009), 298.

b. Persuasive speech

To persuade is to advocate, to ask others to accept your views. The goal of a persuasive speech is to influence the attitudes, beliefs, values and acts of others. Some persuasive speeches attempt to modify audience attitudes and values so that they move in the direction of the speaker's stance. Others aim for an explicit response, as when a speaker urges listeners to donate money for a cause or to vote for a candidate. Sometimes a speech will attempt to modify both attitudes and actions.³³

c. Speaking on special occasion

Throughout life, many kinds of special occasions arise where you could be asked to speak. These range from commencement addresses at graduation ceremonies to presentations at awards banquets to toasts at weddings to eulogies at funerals. The speech you'd give on each of these occasions looks a bit different from the standard informative and persuasive speeches talked about earlier, as well as from other special occasion speeches. Linda's commencement address, for example, adheres to guidelines that differ from Ben's eulogy and from Kim's speech of introduction.

They're different because each is intended for a different type of occasion. Yet they are similar because in each case the occasion is special—these are all special occasion speeches. The situations Linda, Ben, and Kim face are far from uncommon. Most people at some point are asked to present some type of special occasion speech, so it's useful to know how to do it effectively. Before looking at the different types of speeches, let's look at special occasion speeches in general.

The goal of a special occasion speech lies somewhere between informing and persuading. You invite listeners to agree with you about the value of the person,

³³ Dan, O'Hair, Hannah Rubenstein, And Rob Stewart, 180.

object, event, or place the special occasion revolves around, so special occasion speeches resemble invitational speeches. You do not merely inform, nor do you attempt to convince the audience; rather, you invite them to agree. Another characteristic most special occasion speeches share is brevity: They are generally less than five minutes long. Some, however, may be considerably longer, especially speeches of tribute such as eulogies and keynote, commencement, and commemorative addresses.³⁴

6. Three Parts of Persuasion by Aristotle

The art of speaking in public is not new, its long tradition can be traced back to classical Greece. Any young man leaving at that time were expected to acquire and develop public speaking skills as part of their duties as citizens.

The first rule of public speech were elaborated on over 2000 years ago by the Greek philosopher and teacher of Alexander the Great Aristotle.

Three basic parts of persuasion:

- a. Ethos (Credibility of the speaker)
- b. Logos (logic behind any conclusions drawn by a speaker)
- c. Pathos (emotional appeal or ability to create connection between the speaker and his audience)

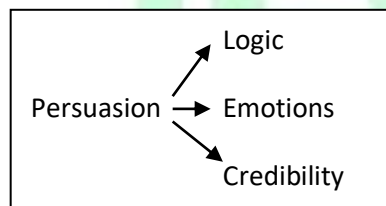


Figure 6.1 The key elements of successful public speech.

³⁴Deanna D. Sellnow, *Confident Public Speaking*, 408.

First, in order to be asked to share their thoughts, observations and ideas publically a speaker should possess a certain level of authority and knowledge about the chosen topic

(Ethos)

Second, to make sure that the message is received and understood correctly by the audience, it has to be conveyed in a clear, informative and logical manner **(Logos)**

And the third, to capture and hold the audience's attention the speaker must first establish an emotional connection with the listeners **(Pathos)**.³⁵

7. The Three P's of Successful Speech

The positive outcome of a speech does not depend solely on the oratory skills of the speaker. It is influenced by many factors such as the topic of presentations, the attitude of the audience, the quality of the material, the length of the speech and so on. Some of factors are out of the speaker's control. However, the remaining 98% of the success will depend on how well the presenter follows the three P's:

a. Preparation

Here is why the most experienced public speakers never go to talk in front of an audience unprepared, they know that speech preparation is their credibility. It is true that the success or failure of a speech becomes evident on the day of the speaking engagement. However, the outcome of the speech is largely predetermined by the weeks of preparation undertaken.

Just like hours of material research, preparation and planning will help you to reduce nervousness and appear more confident and more knowledgeable to your listeners. As you walk onto the podium feeling the eyes of your audience on you, you

³⁵Arina Nikitina, *Successful Public Speaking*, (2011), 10-11.

will be grateful for every bit of effort you have invested into your speech preparation.

When you are developing a new presentation set about an hour of time for each minute that you spend speaking on the stage. In other words, if your presentation lasts 20 minutes you should block off at least 20 hours for material research, presentation development, outlining of the speech and for its rehearsal. 20 hours may seem like a lot of time at first, but at the end it is the hours preparation and continuous effort that makes the speech look effortless and spontaneous to the audience.³⁶ A good speaker always prepares as well as all the things before delivering the speech.

b. Practice

Public speaking, just as any other skill, requires constant practice in order to be improved. The more you talk in public, the more you train your mind and body to recognize speaking as a familiar and safe situation, the more confident you will be in the spotlight. There are three benefits of practice of public speaking

- 1) It allows you to discover awkward phrases and tongue-twisters that are hard to notice when you first write your speech.
- 2) It reduces nervousness and helps to transform anxiety into excitement on the day of the presentation.
- 3) It helps you to gauge your timing.³⁷

³⁶*Ibid*, 34-36.

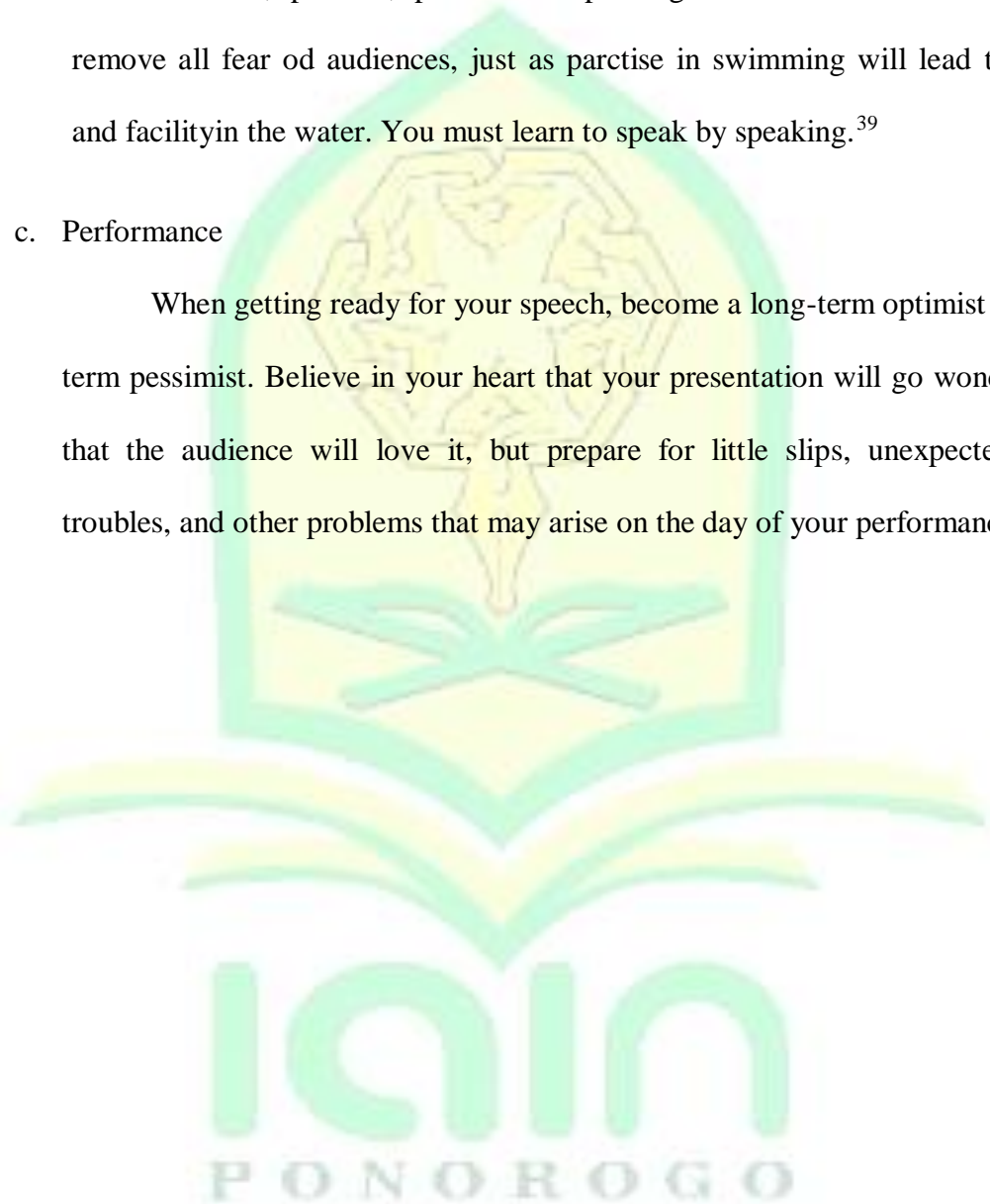
³⁷*Ibid*, 42.

Practice sitting where you will be seated just prior to speaking. Pretend that you've just been introduced, and walk to the podium or stage. Face your imaginary audience, greet them with a smile, and begin.³⁸

Practise, practise, practise in speaking before an audience will tend to remove all fear of audiences, just as practise in swimming will lead to confidence and facility in the water. You must learn to speak by speaking.³⁹

c. Performance

When getting ready for your speech, become a long-term optimist and a short-term pessimist. Believe in your heart that your presentation will go wonderfully and that the audience will love it, but prepare for little slips, unexpected technical troubles, and other problems that may arise on the day of your performance.⁴⁰



³⁸ Learning Express, *Public speaking success in 20 minutes a day*, (New York: Learning Express, 2010)

³⁹ J. Berg Esenwin, *The Art of Public Speaking*, (New York: The Home Of Correspondence School, 1915), 6.

⁴⁰ Arina Nikitina, *Successful Public Speaking*, (2011), 44

CHAPTER III

RESEARCH METHOD

In this chapter the researcher discusses about the research method

A. Research Design

A research design is simply the framework or plan for the research that is used as a guidance in collecting and analysis the data.⁴¹ It is needed because it facilitates the smooth sailing of the various research operations, there by making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.⁴²

According to John W. Creswell, the research design is divided into three. They are quantitative, qualitative, and mix method.⁴³ This research applies qualitative research method. This method seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. So, its goal is a holistic picture and depth understanding rather than numerical data analysis. It is divided into seven types. They are basic interpretative studies, case studies, document or content analysis, ethnography, grounded theory, historical research, narrative inquiry, and phenomenological studies.⁴⁴

The type of this qualitative research is a case study. According to Merriam in Robert C. Bogdan, a case study means a detailed examination of one setting, or

⁴¹Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2015), 18.

⁴²C.R. Kothari, *Research Methodology: Methods and Techniques* (Jaipur: New Age International Publishers, 2004), 32.

⁴³John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach* (California: Sage Publications, Inc., 2014), 22.

⁴⁴Donald Ary et al., *Introduction to Research in Education: a Step-by-Step Guide for Beginners* (Canada: Nelson Education, Ltd, 2010), 29.

a single subject, a single depository of document, or one particular event.⁴⁵ Through it, the researcher will arrive at a detailed description and understanding of the entity.

B. Researcher's Role

Qualitative research method applies human as instrument. It means the researcher's role is absolutely needed in the research. That is because this research method studies human experiences and situations. So, the researcher needs a flexible enough instrument to capture the complexity of them and an instrument which is capable of adapting and responding to the environment.⁴⁶ Furthermore, there are two types of observational research according to Ranjit Kumar. They are participant observation and non-participant observation.⁴⁷ The researcher role has to do with both the physical as well as the psychological or emotional distance between the observer and the observed. In this research, the researcher will be non-participant observer. She will not get involved in the activities of the group but remain a passive observer that watches, listens to the activities and draws conclusion related to the statement of the problems.

C. Research Location

This research will be conducted in Islamic Boarding House of Matlabus Salik Nganjuk. That school is located in Jogomerto Tanjunganom Nganjuk.

⁴⁵Robert C. Bogdan, *Qualitative Research for Education* (Boston: Pearson Education, Inc, 2007), 59.

⁴⁶Donald Ary et al., *Introduction to Research in Education: a Step-by-Step Guide for Beginners*, 424.

⁴⁷Ranjit Kumar, *Research Methodology: a Step-by-Step Guide for Beginners* (London: Sage Publications Inc., 2011), 134.

D. Data Source

1. Primary Data Source

The primary data are data that have been observed, experienced, or recorded close to the event. These data are the nearest ones can get to the truth.⁴⁸

The primary data in this research are the students and the English teacher in the eighth grade Islamic Boarding House of Matlabus Salik Nganjuk in 2019/2020 academic year. There are several basic methods or techniques to collect primary data. They are asking questions, conducting interviews, observing without getting involved, immersing oneself in a situation, doing experiments, and manipulating models.⁴⁹ In this research, the researcher uses observation and interview as her techniques to collect primary data.

2. Secondary Data Source

The secondary is written success of that interpret or record primary data.⁵⁰

Data of this research are taken from written materials namely⁵¹ books, thesis, journals, and articles related to the topic.

E. Technique of Data Collection

The use of the right technique in collecting data is important to take the objective data. Technique of data collection is all of ways that are used by researcher to get data in research. The techniques of data collection in this research are:

1. Observation

Observation is used as a technical term in research with its specific meaning. In everyday language, observation usually refers to the use of our

⁴⁸ Nicholas Walliman, *Research Methods: the Basics* (London and New York: Routledge, 2011), 69.

⁴⁹*Ibid.*, 92.

⁵⁰*Ibid.*, 69.

⁵¹*Ibid.*, 79.

visual sense to record and make sense of information. In research, observation refers to data gathering which involves the use of not only visual sense, but also all the senses necessary to get valid and reliable data.⁵²

In the field, researcher pays attention, watches, and listens carefully. She uses all the senses and notices what is seen, heard, smelled, tasted or touched because she becomes an instrument that absorbs all sources of information.⁵³ She observes about the aims, implementation and students' responses of Public speaking programmes.

2. Interview

According to Monette et al., in Ranjit Kumar, an interview involves an interviewer reading questions to respondents and recording their answer. Interviews are classified into two different categories according to the degree of flexibility. They are unstructured interviews and structured interviews. In this research, the researcher applies the second category (structured interview).⁵⁴ The researcher asks some predetermined questions, using the same wording and order of questions as specified in the interview schedule. The interview schedule here means the list of questions that will be asked face to face to the respondents. It is used as a research tool or instrument for collecting data. The respondents are the English teacher and the students in the eighth grade Islamic Boarding house of Matlabus Salik Nganjuk. The questions are related to the statement of the problems.

⁵²Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press, 2013), 77.

⁵³W. Lawrence Newman, *Basic of Social Research: Qualitative and Quantitative Approaches* (Boston: Pearson Education Inc., 2007), 287-288.

⁵⁴Ranjit Kumar, *Research Methodology: a Step-by-Step Guide for Beginners*, 137-138.

F. Technique of Data Analysis

In this research, the data are served in the form of words and picture organized and analyzed after the researcher collects it. According to Miles and Huberman, there are 3 techniques of analysis data in qualitative methods:

1. Data Reduction

Data reduction is a process to select, focus, simplify, summarize, code, abstract, and transform the data that appear in written-up field notes or documentation in teaching and learning process. “Data reduction is a form of analysis which sharpens, sorts, focuses, discards, and organizes data in such a way that final conclusion can be drawn and verified.”⁵⁵ The longer a researcher does the research, the more complicated data she gets. In this research, the researcher needs to analyze data through data reduction technique. She selects, summarizes, and simplifies the data that she gets from both observation and interview. She is focus on the data that are related to the statement of the problems (include the aimsthe implementation of public speaking programmes, and students’ responses in public speaking programmes).

2. Data Display

The next technique to analyze the data after data reduction is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. In qualitative research method, data display is in the form of narrative text, matrices, graphs, network, or charts.⁵⁶ In, this research,

⁵⁵Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (California: Sage Publications, Inc., 1994), 11.

⁵⁶*Ibid.*, 11.

the data that have been summarized, selected, and simplified in data reduce technique is displayed by the researcher in the form of narrative text.

3. Conclusion Drawing

The third technique to analyze data according to Miles and Huberman is conclusion drawing. In this technique, the researcher makes a conclusion of the analysis which provides the information needed to be focused in the subsequent data collection. The conclusion is written based on data reduction and data display. The first conclusion can be changed if there is the new one with stronger evidences.⁵⁷ In this step, the researcher describes and interpret the data that have been reduced and displayed related to the answer of the statement of the problems.

G. Data Credibility

Related to qualitative research, Cavanagh says that “Qualitative researchers should strive to achieve reliable and valid results.”⁵⁸ It means that qualitative research findings should be tested for credibility or accuracy using terms and criteria which have been developed for the approach. Appleton argues that “the process of triangulation increases the accuracy of qualitative research findings in that data from different sources can confirm the truth.”⁵⁹

The researcher should triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the

⁵⁷*Ibid*, 11.

⁵⁸John R. Cutcliffe, et al, “Establishing the Credibility of Qualitative Research Findings:the Plot Thickens,” *Journal of Advanced Nursing*, 2 (August, 1999), 375.

⁵⁹*Ibid*.,378.

validity of the study.⁶⁰ In this research, the researcher triangulates the data that are taken from both observation and interview.

H. Research Procedure

1. Formulating the Research Problems

The researcher decides the general area of interest or aspect of a subject-matter that she would like to inquire into.

2. Extensive Literature Survey

At this juncture, the researcher undertakes extensive literature survey connected with the topic that is taken. So, she can get the representation of it and compare it with her research that is conducted.

3. Preparing the Research Design

The researcher is required to prepare a research design. She decides the research design which facilitates the smooth sailing of the various research operations, there by making research as efficient as possible yielding maximal information with minimal expenditure of effort, time and money.

4. Collecting the Data

The researcher collects the data through two techniques of data collection. They are observation and interview. The observation is held twice on February, 18th and onmarch 20th 2020 while the interview is held three times on March, 5th, 17th and 20th 2020.

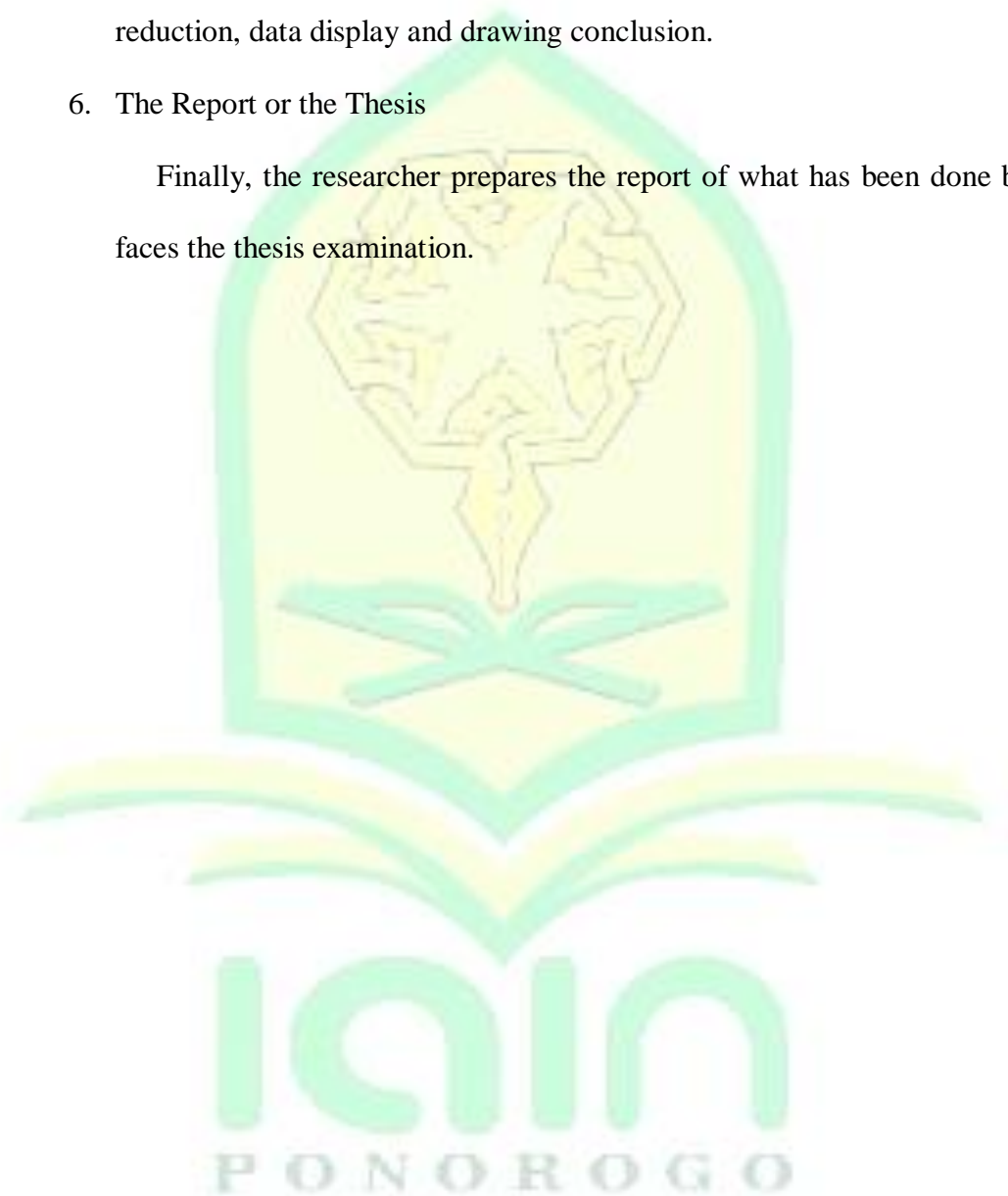
⁶⁰John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach*, 247-253.

5. Analysis of Data

After the data have been collected, the researcher turns to the task of analyzing them. The analysis of data requires a number of closely related reduction, data display and drawing conclusion.

6. The Report or the Thesis

Finally, the researcher prepares the report of what has been done by her and faces the thesis examination.



CHAPTER IV

RESEARCH FINDINGS

In this chapter the researcher discusses about the research findings include the general data and the specific data

A. General Data

1. The History of Al-Matlab Boarding House Nganjuk

Islamic boarding house of Al-Matlab Nganjuk was established october 16, 2013. This boarding house was under the auspice of SIRRUL ALBAB foundation. This boarding house only had a mosque three rooms, three classrooms, an auditorium, a field, a kitchen, a headmaster office, a teacher room, an administration room, an extracurricular room, a counseling room, a warehouse, a teacher's toilet and a student's toilet. There were electricity, telephone, and fence. The soil condition was dry. The weather was hot. Mr. Muhammad Nuri as the first headmaster of Al-Matlab of boarding house.

2. The Geographical Place

- a. School Name: Islamic Boarding House Of Matlabus Salik (Al-Matlab)
- b. Address : Kamboja Street, Jogomerto
- c. District : Tanjunganom.
- d. Regency : Nganjuk
- e. Province : East Java

3. The Vision and Mission of Al-Matlab Boarding House

a. The future goals

Radiating the Islamic Education with preparing the cadre of Islamic Arif Billah, Rabbani of human being, and discharge much competent students, ukiril and

large, and high understanding about Islamic region, loyalty diligent and act of charity to society based on Taqwa to Allah, until be a knowledgeable societies, act of charity and taqwa.⁶¹

b. The Students Motto

- 1) Rabbani Mental
- 2) The True Freedom
- 3) Higher Caring and Akhlakul Karimah
- 4) The large knowledge
- 5) Sincere, Lillah, Billah and Fillah
- 6) Simple, Creative, and competent
- 7) Patient and resignation

4. English Public Speaking Programmes in Al-Matlab Islamic Boarding House

Khutbatul mimbar or public speech is one of extracurricular in Matlbus Salik boarding house. The extracurricular activity is the beyond lesson activity that can not separate from Matlabus Salik boarding house curriculum that head for to develop the students potential such an optimal based on the interest and talent. Public speaking as means to train the preparing, mental, courage and communications ability for students, which conducted once in two weeks in evening tuesday after isya'.⁶² It followed by all of students of Al-Matlab Islamic Boarding House. This programmes is expected to help students to develop their ability in speaking skill and confidence. The students participated in speech contest every competition in other school and the results were very satisfying. Before performing, they would be practice everyday. For example, one of

⁶¹ Dewan Idarah, Buku Pedoman Santri, (jogomerto: AL-MATLAB, 2016).

⁶²*Ibid*,

participant were Umy Fathanah competed with other participants in Kediri, she got the champion. Public speaking were very usefull for students in daily activities.

B. Specific Data

For collecting the specific data, the researcher conducted the observation twice on february 18 and on march 20, 2020 and the interview three times on March 5, 17 and 20, 2020. The specific data that had been collected are analyzed through data reduction, data display and conclusion drawing techniques. Then, the result is explained as follows:

1. The Data about the Aims of Public Speaking Programmes at Al-Matlab Islamic Boarding House.

Public Speech is oral communication in the form of speeches, lectures, presentations and other types of public speaking. Public Speaking is also interpreted as "public speaking" which means speaking in front of the crowd as well. Many people are afraid of Public Speaking for a variety of reasons: like feeling nervous, nervous, feeling unable, unusual, afraid of saying wrong, afraid of "blank", and so on who fall into the category of "stage fright. Nuri as the head of Idarah of boarding house,

he stated that the purpose of the public speech program was to train preparation, mentality, courage communication skills and make the students confidence to speak in front of the audiences or many people. Practicing the maximum preparation is that students must always be prepared when they speak in public, because the first time they enter the cottage, not all students have an attitude ready when he has to convey information in public. Mental and courage must also be had by students when speaking in public either formally or informally. The main goal here is, students are able to communicate well with teachers and peers.⁶³

⁶³ Look at the interview transcript number 01/I/17-III/2020

Based on researchers' observations, the Al Matlab boarding house is a fairly new. This boarding house was established in 2016, at the beginning of its establishment, boarding of al matlab only accepted new male students. For the new women's cottage stood in 2018 junior high school level. Then the female students for the time being have only been established for 2 years, which means that there are no junior high school students in the third grade . Although it is fairly new, but female students have extraordinary talents. Why is that? Because they are able to compete their skill in speech with other schools, especially for English speaking programs. They also entertain each other, because in this program there were not only about speech but also there were the entertainment to fulfill the agenda to be a comfortable event.⁶⁴ One of the students, Umi Fathanah said that:

this speech program has very many benefits, because I can improve my public speaking skills, I learn how to speak in public confidently, and this also trains my mentality when I convey an information to the public, I am very delighted.⁶⁵

The general purpose of the speech is to influence others to want to follow our will willingly. A speaker will influence the audience when he gives speeches about what he has to say, usually the factors that influence the audience are, the way a speaker speaks, face expressions, intonation and his convincing words that will affect the audience. The second goal is to give an understanding or information to others. The speaker here will succeed if the audience understands and understands what he is conveying and the audience responds to what is conveyed by a speaker. The third goal is to make other people happy with an entertaining speech so that others are happy and satisfied with what

⁶⁴Look at the observation transcript number 01/O/20-III/2020

⁶⁵Look at the interview transcript number 02/I/5-III/2020

we are saying. In addition to providing an important information, the speaker must also provide interesting information and keep the audience entertained with the information.

Nuri also gave the addition the general purpose as follows:

The purpose of the public speech program in general was, as a mediation for other schools. Because until now, the speech program is our best program after the hadroh team. We have issued students, especially female eighth graders, to take part in public speech competitions outside the lodge and Alhamdulillah, we always bring trophies and get the best grades.⁶⁶

The researcher found that public speaking programs that conducted by this boarding house is very support the students ability especially in speaking ability. this programs will give many function for all the students, because of this programs, the student will be able to compete with other scholl. the students will not only get the science of this program, butalso have an extraordinary experience that have never had before.

2. TheData about the Implementationof Public Speaking Programmes at Al-Matlab Islamic Boarding House.

In the implementation of public speaking programs, the students has already prepare the mental and anything that they need in the implementation of this. Because Nuri stated that:

Public Speech is a program that serves as a benchmark to find out students 'abilities in communicating well and train students' mentality to speak in public at Al Matlab boarding house.⁶⁷

The positive outcome of the speech does not depend on the oratory skills of the speker. It is influenced by many factors such as the topic of presentation, the attitude of

⁶⁶ Look at the interviewtranscript number 01/I/17-III/2020

⁶⁷ Look at the interview transcript number 01/I/17-III/2020

the audience, the quality of the material, the length of the speech and so on. One of student nana mursyida said that:

I will prepare my self before delivering my speech, such as I will understand my speech teks and train my mental in order to be confident in delivering my speech.⁶⁸

So it can be concluded that, to be successful in delivering speeches, students have several strategies. those are preparing the material well, mastering the material is imporant, manage the time, control the emotion, and prepare the mentality well before performing the speech. The process of implementing this program will be managed by the teacher. The teacher will accompany students in each process. Students have three implementation processes that must be carried out before delivering a public speecho to be a good speaker,. The three processes include 3P namely preparation, practice and performance.

Nuri said in this preparation, the role of the teacher is very important to determine the MC, speech participants (news reading, storytelling, monologue, speech) and entertainers. All students have their respective roles in accordance with their assignments alternately in each performance.⁶⁹

In addition there are some preparations that must be done by the teacher, those are determining the theme to be delivered, determining the place of speech. While the students' preparation is making a speech text, preparing costumes in accordance with the theme to be delivered, preparing decorations in accordance with the theme used. The reseacher found that the student only have a short time to prepare their speech, for about two week they have been already perform their speech.

⁶⁸ Look at the interviewtranscript number 02/1/5-III/2020

⁶⁹ Look at the interviewtranscript number 01/1/17-III/2020

the researcher found that the theme that will be conveyed by students will always be adjusted to natural conditions or something that is happening in everyday life, because basically students are trained to appear confident in public. So in this preparation process the teacher is very important in determining everything students need. Students are also given the opportunity to make decisions, for example in choosing the title of the text, choosing costumes to perform and decorating the stage.



Figure 2.1 Decoration of Public Speech Programs

The second implementation process is practice, it is a time for students to increase their speaking skill through practice before performing.

Ssiti mutmainnah said that:

I will practice, practice and practice before delivering my speech and try to understand my text. Because my audience will be excited and enjoyed with my performance if I have a good speech, although I have a weakness in speaking, but I will effort as well as possible I can.⁷⁰

Based on the observations obtained by researchers is after the text content is corrected by the teacher, students will understand the contents of the text, memorize and

⁷⁰ Look at the interview transcript number 02/1/5-III/2020

make small notes which then students will practice everywhere, everyday or ask their friends to listen to their speech. Each student has their respective strategies in the process of this practice, including the practice in front of the mirror and style in accordance with the contents of the text by paying attention to the facial expressions and articulation of the language. Reread the contents of the text, practice it yourself in a loud voice class and part of it.

The more themes given by the teacher, this will greatly help students to enrich vocabularies as such as umi fathanah stated that these programs are very helpful for me to enrich my vocabularies and I use it in my daily conversation.⁷¹ One of the written rules of this boarding house is that students must use bilingual language in daily conversations. That are Arabic and English, it means, public speech programs help students to enrich their vocabularies and use it into daily conversations. There are three benefits in the practice process, it allows students to discover awkward phrases and tounge-twisters that are hard to notice when the students first write the speech, it reduces nervousness and helps to transform anxiety into excitement on the day of the presentation and it helps them to gauge the timing.

⁷¹ Look at the interview transcript number 02/I/5-III/2020



Figure 2.2 Speech

The last process is performance. After having carefully prepared and practiced through practice, the final tips for improving children's public speaking skills are performance. Mr. Nuri said that the performance of the teacher has a role that is as a judge who assesses the whole appearance of students and gives advise to the students.⁷² There are twenty students in eighth grade , each student has a role. In this implementation process, all activities are handled by the MC which is taken from the students themselves. Normally MC is done with two students. Mc is officially opening the agenda. The several of the event includes the opening of the MC, reciting Holy Quran, speeches (speech, monologue, story telling and news reading), entertainment which includes sing English songs, video clips, a cappella, drama, and present a procedure text. In the last agenda, the teacher will give advise and evaluate the students' performance.

Advise from the teacher is expected to help students to improve their appearance and become a good speaker in the future. Eighth grade students are very happy with this public speech program, because in addition to sharing general knowledge, this program

⁷² Look at the interview transcript number 01/I/17-III/2020

can be entertainment for students. Before ending the event, the teacher will determine the next speech participant in accordance with the student agreement. Because the preparation time are two weeks, students will have plenty of time to prepare their next performances properly.



Figure 2.3 Implementation of Public Speech

In performance time, the teacher will give the score based on their ability in speech. The teacher has several criteria to assess the student's performance, these like in a material mastering, pronunciation, fluency and appearance. Here is the rubric assessment.

Aspect/criteria	Description	Score
Material Mastery	relevance between sentences with the logical and appropriate subject matter	>90
	the relevance of the sentence to the subject is less logical, although appropriate	75 - 90
	the relevance of the sentence to the subject is less logical and inappropriate	60 - 75
Fluency	smooth delivery from beginning to end, the right pause	>90
	smooth delivery from beginning to end, the gap is not right.	75 - 90
	the delivery is a little choked up, the pause isn't quite right	60 - 75
Pronunciation	clear pronunciation, standard, clear intonation.	>90
	clear pronunciation, standard, intonation is less clear	75 - 90
	pronunciation is unclear, influenced by dialect, intonation is not right	60 - 75
Performance	communicative and attractive facial movements and facial	>90

	expressions	
	communicative facial movements and facial expressions but are less appropriate	75 – 90
	physical movements and facial expressions are less communicative and less appropriate	60 - 75

3. The Data about the Students' Responses in Public Speaking Programmes at Al-Matlab Islamic Boarding House.

The researcher conducted the observation when the implementation process of public speaking programs occurred. She found that the students were look so happy and interested with this performance.⁷³ Most of female students of eighth grade in Al Matlab were very happy because of this programs, it can make them more brave and speak in front of public confidently, especially in front thier peers. The students were so enthusisastic of this public speech programs, the students improve their english cause of the vocabularies they have.⁷⁴

Usually every students will feel anxious and nervous if they will speak in public. But in this implementation process the students really enjoy and entertain each other. It was suitable with the statement of Siti Nur Qhoiriyah. She said that “ I was so happy any public speech cause we can convey our creativity and we can study confidently”.⁷⁵ Siti Mutmainnah gave the addition: sometimes I felt happy after delivering my speech, but sometimes I also afraid and shy when delivering my speech, baccuse I am very nervous to speak in front of my peers.⁷⁶The researcher also found that during the implementationprocess of public speaking happened, The students are so excited and

⁷³ Look at the observation transcript number 01/O/20-III/2020

⁷⁴ Look at the observation transcript number 03/O/20 -III/2020

⁷⁵ Look at the observation transcript number 03/O/20 -III/2020

⁷⁶*ibid*

interesting with this programs, because they can learn together with their peers, from their friends' performance it make them more confident to do speech.⁷⁷

Amanda Siti Rahma stated that public speaking programs are “Some programmes that make me more confident to say something to everyone, I have many experience because of this programmes.⁷⁸ Airin agustina putri added that In the past, I was really shy to speak with someone, then because of this programmes, I speak confidently in public.⁷⁹ The researcher also found that to all students in this boarding house required to use bilingual language in daily conversations, especially in english language. Then the programs help students to enrich their vocabularies and use it into daily conversation.⁸⁰The reseacher take a conclusion that public speaking programs is a appropriate programs to improve and increase the students speaking ability.

⁷⁷Look at the observation transcript number 01/O/20-III/2020

⁷⁸Look at the interview transcript number 02/I/5-III/2020

⁷⁹*Ibid.*

⁸⁰Look at the observation transcript number 03/O/20 -III/2020

CHAPTER V

RESEARCH DISCUSSION

In this chapter the researcher discusses about the research discussion

A. The Analysis about the Aims of Public Speaking Programmes at Al-Matlab Islamic Boarding House.

Public speaking as oral communication in front of people. Indeed the ability of public speaking is an added value that is very important for us both in career and study. A leader can be considered effective or not, one of which is from his ability to speak in public. Likewise with students, superior public speaking skills can boost achievement both academically (especially presentation tasks) and non-academically.

Public speaking can be learned but few people want to learn, because they think that public speaking comes from people who already have the ability to speak from birth. This assumption is wrong because in fact public speaking can be learned. One of purpose of public speaking in Islamic boarding house is to make students speak confidently. Grice stated that public speaking can help you acquire skills important to your succes in college. According to a Carnegie Foundation report, "To succeed in college, undergraduates should be able to write and speak with clarity, and to read and listen with comprehension. Language and thought are inextricably connected, and as undergraduates develop their linguistic skills, they one the quality of their thinking and become intellectually and socially empowered". They include words such as analyzing, researching, organizing, wording, and delivering. These are skills you will use in

constructing and delivering your speeches. They are also transferable skills, meaning they can help you throughout your academic studies and in your chosen career. Second, public speaking can help you become more knowledgeable. According to one study, we remember: “10 percent of what we read, 20 percent of what we hear, 30 percent of what we see, and 70 percent of what we speak”.⁸¹ The third personal benefit of public speaking is that it can help build your confidence. The confidence and poise you gain as you begin to master public speaking will help you when you give that oral report in your British literature class or when you urge your school board to retain the music education program. Great speaking requires practice, but your efforts will bring you these three personal rewards.⁸²

It shows that public speaking influences the speaker to be confident in delivering the speech. The most of the students of Islamic boarding house of Al-Matlab will be nervous while speaking in front of their peers, during this program is conducted, it makes them more creative and speak English fluently. Umi Fathanah said that this speech program has very many benefits, because I can improve my public speaking skills, I learn how to speak in public confidently, and this also trains my mentality when I convey an information to the public, I am very delighted.⁸³ Ryan had discussed on the pedagogical tendencies on public speaking in college during 20th century. Public speaking was defined as the art of beautiful and effective speech during a conversation whether in private or public gatherings. The purposes of studying speaking are to

⁸¹George L. Grice and John F. Skinner, *Mastering Public Speaking*, (United State of America: Allyn & Bacon, 1993) 2-3.

⁸²*Ibid*, 4

⁸³Look at the interview transcript number 02/1/5-III/2020

discover the knowledge of speech, the art of speaking well, and to develop the thinking ability of social life and culture.”⁸⁴public speaking programs is one of pogram that purposed to make student has been already to compete with other school, Nuri added that public speaking is conducted to published the boarding in society because of the students ability speaking.

Students of Al-Matlab were delighted in public speaking conducted, because with this event, the students able to communicate well, it can be increasing their ability in speaking, it can be train their critical thinking. To enhance your personal vocabulary, the best way is to read much and constantly. To read books of different genres, styles, themes and vocabulary. Also to read some sort of professional literature, at least in those areas that personally interest you. It is desirable to read those writers that we find tiresome and hard, because very often they are the ones using all the richness of their own language, sometimes even to exaggeration, buy by that give they us time insight into the possible diversity, levels and depth of expression.⁸⁵ Before delivering speech, the students has to prepare the materials, and this material that would be delivering has been translating in english, then it will enhance the students vobularies automatically.

Based on O’Hair and Wiemann statement thatpublic speaking as a powerful form of communication that includes a speaker who has a reason for speaking, an audience that gives the speaker attention, and a message that is meant to accomplish a specific purpose” (2012, p. 340). Stated even more

⁸⁴Khoo Mun Yee and Dr. Mohamad Jafre Zainol Abidin, *The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety*, International Journal of English Language and Literature, 2 (November 2014), 128.

⁸⁵Ochobe Jabhot Hactiia, “Basics Public Speaking” Journal of Economics, Management and Informatics, 8 (2017), 39.

concisely, public speaking is “the act of preparing, staging, and delivering a presentation to an audience” (Gamble & Gamble, 2008, p. 369)”.⁸⁶

Public speaking programs are an extracurricular that to acquire the skills important to your success in college, public speaking can help to become more knowledgeable, can help to build the confidence and enhance the vocabularies. However, studying public oral communication is an opportunity for you to develop critical thinking skills that are relevant to all professions and life situations.

B. The Analysis about the Implementation of Public Speaking Programmes at Al-Matlab Islamic Boarding House.

The positive outcome of a speech does not depend solely on the oratory skills of the speaker. It is influenced by many factors such as the topic of presentations, the attitude of the audience, the quality of the material, the length of the speech and so on. Some of factors are out of the speaker’s control. However, the remaining 98% of the success will depend on how well the presenter follows the three P’s:

1. Preparation
2. Practice
3. Performance⁸⁷

Nuri stated that Public Speech is a program that serves as a benchmark to find out students' abilities in communicating well and train students' mentality to

⁸⁶ Tony Docan,
<https://www.researchgate.net/publication/332974615> The Benefits and Necessity of Public Speaking Education(12 April 2020, 09.15)

⁸⁷Arina Nikitina, *Successful Public Speaking*, (2011), 10-11

speak in public at Al Matlab boarding house.”⁸⁸Public speaking programs has a several process to be a good speaker and success in speech, those are preparation, practice and performance. In each implementation process has a different manner and time. Based on the theory, successful in speech has a several process like a preparation, practice and performance.

1. Preparation

Dale Carniage stated that only the prepared deserves to be confident. It is the reason in implementation process have to conduct to reach a good speaker. The greatest antidote to stage fright is the knowledge that the well prepared. When the students start feeling nervous, simply review in their mind how they intend to open their speech. Visualize how they will walk up front, what the students do when they get there, and how they intend to engage the audience. These things will reassure the students that they indeed ready, and the students anxiety will decrease.

Preparation means that the students has to prepare the material of speech, costume, decoration and entertainment. After prepare all what they need and what they do, then a good speaker must be practice their speech. Preparation and planing well would help the students to reduce nevousness and appear more confident and more knowledgeable to listener and speaker it self.

2. Practice

The students of Al-Matlab are very enthusiastic within public speaking programs conducted. By this time, the students should use the opportunity to practice their speech before performance. There is an old Burlesque joke:

⁸⁸ Look at the interview transcript number 01/I/17-III/2020

“One man on a New York street comes up to another and asks, “How can I get to Carnegie Hall?” The second man answers, “PRACTICE.” Practice is the key to excellent performance. Trite as it might sound (or obvious), the basic foundation for a good speech delivery involves the two “P’s”: Preparation and Practice. There is not an actor, athlete, or musician worth his/her salary who does not prepare and practice. Even when a performance is given with spontaneity, the “P’s” are crucial”⁸⁹. practice the speech for about ten, twenty and even thirty times before the actual speaking engagement is what will make the presentation look a lot more spontaneous, natural and effortless. practice alone will reduce the nervousness and help to transform anxiety into excitement on the day of the presentation. It proves that practice before performance is needed to be a good speaker.

Practice before doing performance will reduce the students’ anxiety in public speaking, it was the reason the students should practice their speech in order to accomplish the speech goal well. It is not enough to practice the speech silently in the head. To reduce anxiety and increase the likelihood of a successful performance, the students need to practice out loud in a situation similar to the one they will face when actually performing their speech.

It is the reason that practice before performing is an important thing to speak confidently. Public speaking, just as any other skill, requires constant practice in order to be improved. To more the student talk in public, the more they train their mind and body to recognize speaking as a familiar and safe situation. The other word for practice is rehearsing. Marsha Lindsay, stated that an advertising agency president, has a disciplined regime when preparing for a speech :“I try to rehearse so much that I can give the speech with such

⁸⁹Tammera Stokes Rice, *Fundamentals of Public Speaking*, (College of the Canyons: Creative Commons Attribution License, 2017), 188.

ease and confidence it seems I am just up the retalking ,extemporaneously .I rehearse by not only practicing it silently, but also saying it aloud in front of a mirror and then into a tape recorder .I will also take the tape and play it, perhaps in the car en route to work, so that I can listen to my sequence of thoughts , my phrasing ,my enunciation. Replaying the tape also helps implant the speech in memory.”⁹⁰There were a several manner to speak fluently, the students have to read repeatedly to understand more about the text, practice in front mirror is a suitable manner to know how the students expression in delivering the speech, the students also ask their friend to be a judge for the speech. It will make them more confident and it can be reduce the students’ anxiety in speaking ability.

3. Performance

When getting ready for the speech, become a longterm optimist and a short-term pessimist. Believe in the heart that it presentation will go wonderfully and that the audience will love it, but prepare for little slips, unexpected technical troubles, and other problems that may arise on the day of the performance.⁹¹After completing all the preparation and practicing as much as possible, it means that the students are ready to perform their speeches in front of the public. In performance section, all students show their ability like as a master of ceremony, speech, news reading, monologue and storytelling then the entertainer. it mean this programs will increase their ability, mentality

⁹⁰Roger E. Axtell, *Do's and Taboos of Public Speaking "How to Get Those Butterflies Flying in Formation"*, (Canada: John Wiley & Sons,Inc, 1992)17-18.

⁹¹ Arina Nikitina, *Succesful Public Speaking*, (2011), 44

and more creative in the next future. In this performance, one thing that very important, such as the students' appearance in speaking.

Studies demonstrate that people we consider attractive can persuade us more easily than those we find unattractive. In addition, high-status clothing carries more authority than does low-status clothing. For example, studies show we are more likely to jaywalk behind a person dressed in a dark blue suit, a crisp white shirt, and a dark tie who is carrying an expensive black-leather briefcase than we would behind a person dressed in rags or even in jeans. We will also take orders more easily from that well-dressed person than we would from someone poorly dressed. These studies reinforce the adage that "clothes make the person," a saying any public speaker would do well to remember.⁹²

By this programs, the students' more creative to determine their clothes and property that will use in performance section. Based on the data, that the section of preparing, practice and performance are conducted to train students' ability to speak confidently in front of public

C. The Analysis about the Students' Responses in Public Speaking Programmes at Al-Matlab Islamic Boarding House.

Mr. Nuri gave the short comment about his students' responses in teaching writing through graphic organizer. He said that the students gave the good responses for the implementation of public speaking programs that conducted in islamic boarding house of Al-Matlab.. They looked enthusiastic with the public speaking programs. It was also what the researcher found when

⁹²George L. Grice and John F. Skinner, *Mastering Public Speaking*, (United State of America: Allyn & Bacon, 1993), 235.

she was conducting the observation during the process of public speaking from the preparation, practice and performance section.

The reason why the students enjoyed and so enthusiastic in this public speaking programs had been answered through the interview that was conducted by the researcher to the students of the eighth grade. The researcher can conclude that the students are very happy and enthusiastic to prepare all of thing that they need during performance. The students' more creative in decorating the stage. So, they felt the strength of public speaking programs. The strength this programs has been explained by Grice. Grice stated that public speaking can help you acquire skills important to your succes in college. According to a Carnegie Foundation report "To succeed in college, undergraduates should be able to write and speak with clarity, and to read and listen with comprehension. Language and thought are inextricably connected, and as undergraduates develop their linguistic skills, they one the quality of their thinking and become intellectually and socially empowered". They include words such as analyzing, researching, organizing, wording, and delivering. These are skills you will use in constructing and delivering your speeches. They are also transferable skills, meaning they can help you throughout your academic studies and in your chosen career. In the future, of course the students will relating to many people, so it can be a provision for students to become good speakers. In other hand, this programs can increase the students english speaking ability. Second, public speaking can help you become more knowledgeable. According to one study, we remember: *"10 percent of what we read, 20 percent of what we hear, 30 percent of what we see, and 70 percent of what we*

speaking".⁹³The students' felt more having valuable insights and experiences because of this programs. The third personal benefit of public speaking is that it can help build your confidence. The confidence and poise you gain as you begin to master public speaking will help you when you give that oral report in your British literature class or when you urge your school board to retain the music education program. Great speaking requires practice, but your efforts will bring you these three personal rewards.⁹⁴All of students gave the same responses, they stated that they felt more confident to speak anything in front their peers, their teacher and other society. it also has weaknesses as the others. Some students of the eighth grade have conveyed about the weaknesses of it. First, they say that they does't like to speak in front of public before, but by this program has a creative and fun activities, it will less their nervousness in public speaking. Although some of the students also doesn't like to make the material of speech, they try hard and enjoy it very much.

⁹³George L.Grice and John F. Skinner, *Mastering Public Speaking*, (United State of America: Allyn & Bacon, 1993) 2-3.

⁹⁴*Ibid*, 4

CHAPTER VI

CLOSING

In this chapter the researcher discusses the closing and recommendation

A. Conclusions

After having the discussion in the chapter V, the researcher summarizes the results based on the statement of the problems as follows:

The aims of public speaking programs are: public speaking is to acquire the skills important to the students' success in college, helps students to be more knowledgeable, public speaking helps to build the confidence in speaking, public speaking is to enhance the students' vocabularies. and also develop the students' critical thinking skills that are relevant to all professions and life situations. Those aims hopefully the students reach it to increasing their English speaking.

The implementation of public speaking are include: first, preparation; students have to prepare the material, the decoration of the stage and the costume based on they need. Second, practice; after preparing that all they need before performance, the student should practice their speech to deliver their speech confidently, and the last is performance, which this time to perform their speech. The participant those are, master of ceremony, speech participant, news reading participant, monologue performer, storytelling performer and entertainer. The entertainment includes: sing an English song, lip sync, video clip, drama, poem and show the procedure text.

The students give the diversity responses in the implementation of public speaking programs. Most of the students are enjoyed and felt enthusiastic in public speech. The students felt more confidently to speak in front of public. Despite of some students doesn't like in preparing the materials, but the students try hard to make it and enjoy it.

B. Recommendation

For the teacher , the teacher should make the syllabus of the speech materials, it can be more effective in materials making. He also should make a routine event, like a big event (conduct public speech once in semester)

The students,the students should be more excited and enthusiastic in learning how to write an essay well and master writing skill. They should remember that mastering writing skill is very important. So, they have to practice writing regularly.

The other researchers, the result of this research can be used as a reference for the other researchers whowill conduct a research which is related to this research. But, the researcher realizes that there are some weaknesses in this research. So, the future researcher should learn from those weaknesses and fulfill them.

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APPENDIX 1

INTERVIEW TRANSCRIPT (TEACHER)

Number : 01/I/17-III/2020

Informant name : Ust. Muhammad Nuri

Informant identity : Diretor of Al-Matlabus Salik/ Guide of Public Speech

Date : 17 March 2020

Interview time : 20.15 pm

Interview place : in front the mosque

Arranged time : 20.15- 22.00 pm

No	Interviews
1	What are the aims of public speaking programmes?
	<p>Practicing maximum preparation is, all students will be confronted with communicating with people in public. Prepare theirself to be a good speaker and have the ability to master the audience while speaking in public. Students are trained since entering the boarding house speaking in public through a public speech programmes despite using Indonesian, then within 3 months students will practice speech using English.</p> <p>In this case, the mental and courage of students will be trained and increasingly confident to speak in public. in general, this program aims to make students able to communicate well with teachers and peers using English. Besides that public speech aims to help students enrich the vocabularies and be practiced in daily conversations especially with English.</p>

	<p>because in this boarding house students are required to have conversations using language every day. Especially in English, because every student's mentality is different, so the students must be often practice speaking english in public.</p>
2	<p>What are the teachers roles in public speaking programmes?</p>
	<p>The teacher has a role as a director in making the text. Two weeks before performing, the teacher gives a theme to students who serve as speakers. Students make speech texts then collected to the teacher to be corrected. The corrected things are covering a vocabularies, use of words and the drafting of text sentences. After corrected the text, then returned to students. Before performing, the teacher gives direction which place to be used and making decorations in the public speech program, in order to create a comfortable place and spectacular decoration. during the performance, the teacher assesses all students' performance. In the last agenda, the teacher as a corrector. Correcting how to pronounce the vocab, correcting students' performance that will be used as an evaluation by students. in preparation for the next two weeks, the teacher will manage the students who will perform. Starting to become a master of ceremonies, speeches, news reading, storytelling, monologue and entertainer. The teacher also determines which place will be used. Because the comfortable place greatly influences students' moods. That's why there is a need for teachers in the public speech program.</p>
3	<p>Does teacher define the theme in every performance?</p>
	<p>Yes of course, the teacher will determine the theme that will be delivered by</p>

	<p>students during the speech. The theme given will be adjusted to the current conditions. For example, many students sleep in class. then the theme is the danger of sleeping in class during class time. Another example is that many students are sick, so the theme is the importance of keep health and keep cleanliness. In this boarding house there is no syllabus in the public speech program which unplanned and written themes.</p> <p>on the other hand, the teacher also prepares themes for students if there is an invitation for an external speech contest. Because in the meantime, public speech is the flagship program in this boarding. Alhamdulillah, during the speech contest, we got the champion and took the trophy home. Students only need 2 weeks to prepare for the race. because students will practice, practice and practice everyday.</p>
4	<p>Is there any big agendas to demonstrate this programmes?</p>
	<p>While the big agenda is only once a year, that at the night inauguration of new student admissions. All students will perform their talents and interests especially in speeches. This agenda is very interesting, because new students can enjoy the old students' performance.</p> <p>For the next plan, we will hold a language demonstration once a year. So at the event, students will be given the opportunity to speak in public and demonstrate their respective regional languages. without leaving the English speech. the purpose of the language demonstration agenda is for students to be familiar with other regional languages. and motivates students to be more confident when speaking in public.</p>
5	<p>What are the benefits of public speaking programmes for Matlabus</p>

	Salik islamic boarding house?
	<p>There are so many benefits of public speech programs.</p> <ol style="list-style-type: none"> 1. When there are invitations from outside competitions, the teacher only takes a few students, and is adjusted to the needs of the type of competition. 2. As a mediation for other schools, in order to convey the information relating to the boarding house. especially for people who are still against with this Matlabus Salik boarding house. because this boarding house is still new. Basically as a publication. 3. The students will be confidence to speak up in front of many people as in formal situation or informal situation 4. Make the students speak English more fluently and they will get vocabulary that is not obtained when formal lessons in class
6	This boarding house is fairly new. only 2 years standing for female students. so what achievements have been achieved, especially in the speech program?
	<ol style="list-style-type: none"> 1. inter-class speech competition get the first winner monologue 2. competition in SLG Kediri get the first winner 3. English poetry competition in Pasuruan get the second runner up

APPENDIX 2

INTERVIEW TRANSCRIPT (STUDENT)

Number : 02/I/5-III/2020

Informant name : Umi Fathanah, Amanda Siti Rahma, Airin Agustina, Nana Mursyida, Siti Mutmainnah

Informant identity : Eighth Grade Students

Date : 05 March 2020

Interview time : 19.00 pm

Interview place : in The Mosque

Arranged time : 19.00- 21.00 pm

No	Interviews
1	What is your opinion about this programmes?
2	What is your strategies in performing speech especially when you prepare and perform it?
3	When you forget the contain of teks while performing your speech, how do you overcome it?
4	What factors may help you to develop your confidence while performing your speech?
5	What are the impact of this programmes in your daily activities?

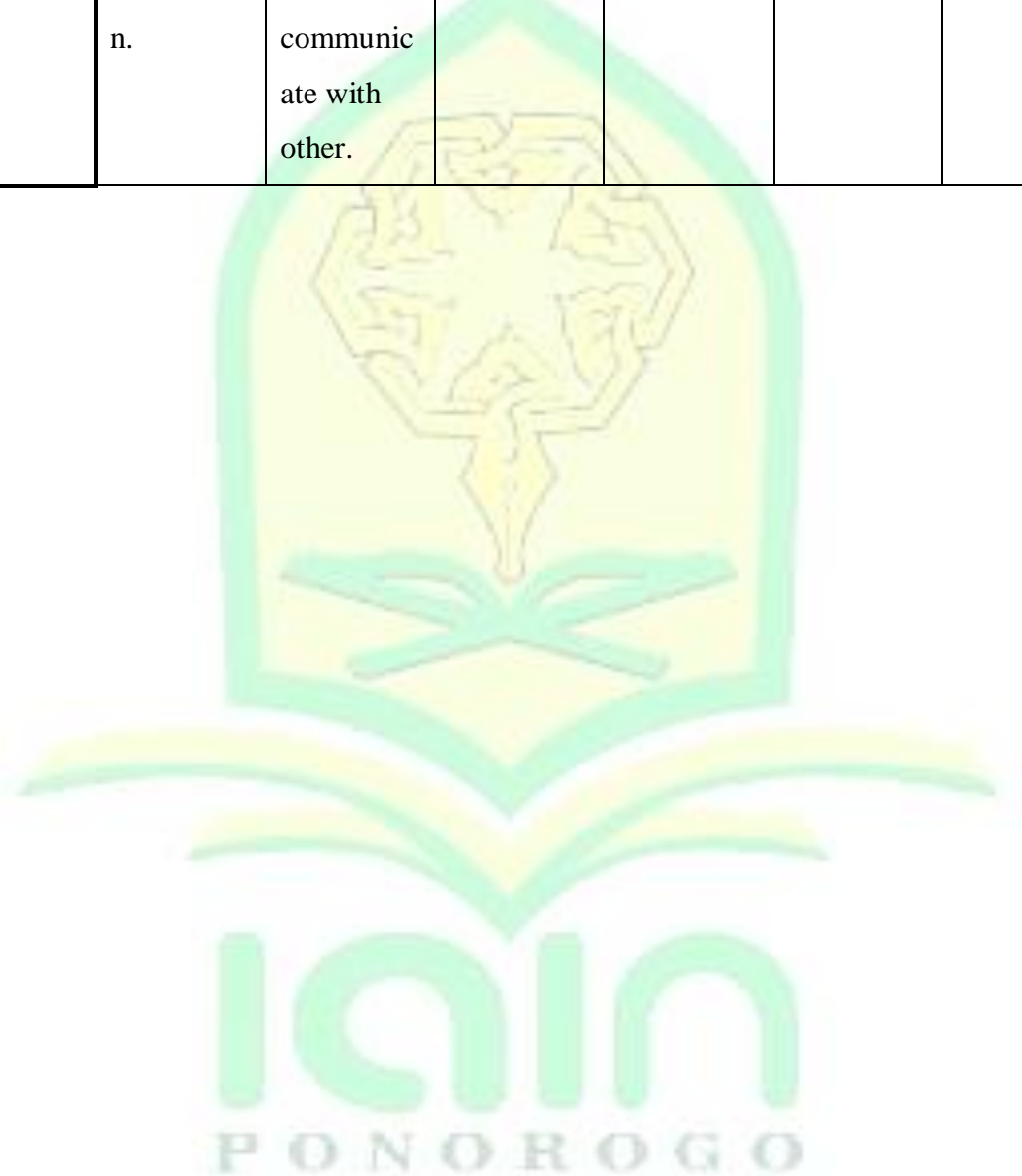
No	Questions	Participant 1 (Umi Fathanah)	Participant 2 (Amanda Siti Rahma)	Participant 3 (Airin Agustina Putri.)	Participant 4 (Nana Mursyida Ariviana)	Participant 5 (Siti Mutmainn ah)	conclusi on
1	What is your opinion about this programmes?	Because of this programmes I can increase my ability in speaking well, I can be confident when I talk with someone, it can be train my mental when I deliver my speech.	Some programmes that make me more confident to say something to everyone, I have many experience because of this programmes.	Public speaking is a programme that can train my mental when I speak with my public, I speak with my audience confidently.	This is my first experience, I feel excited with this programmes, I was really enjoy this public speaking.	An agenda that can train my mental.	Public speaking is one of manner to train the mental when they were delivering speech.
2	What is your strategies in performing speech	I make sure to understand about the text. When performs,	Usually I will read my text repeatedly in everywhere.	I have to practice everywhere, I will always deliver	I have to understand about the contain of my	I will make audience focus with my speech,	Particive , practice and practice before

	especially when you prepare and perform it?	I will not bring the text again, because it make me more confuse when I bring text in front of audience.		loudly.	speech, and I train my mental when delivering my speech.	and make them laugh because of me.	delivering the speech and make sure that they have to understand the context of speech.
3	When you forget the contain of teks while performing your speech, how do you overcome it?	I will show my expressive more, while remember my contain of text.	I will lose and forget the contain of text then deliver the next text.	I will sing a song related with the text until I remember contain of the text.	When I feel blank, I will be calm and try to remember my context, when I really do not remember	I will improve my speech related with my context.	They will move with sing a song and say another sentence that related

					it, I will deliver the next contain.		with context or will lose the text then deliver the next context.
4	What factors may help you to develop your confidence while performing your speech?	I think this is my responsible, then I have to finish my speech.	I will train everytime, everywhere and try to do deliver my speech with peers.	I have an idol, that is my beloved teacher (mr. Oly), he is becoming my reason why I have to be a good speaker.	Make sure my self that I can accomplish my goal speech	I will make audience interesting with my speech.	They have a duty to accomplish their speech and enjoy it.
5	What are the impact of this programmes in your daily activities?	I have a new experience and it will enrich my vocabular uies in daily	More confident, I've much knowledge, enrich my vocab and enjoy to	In the past, I was really shy to speak with someone, then because of	I speak with someone more confidentl y, I can managemen t my self	I feel more confident when I speak in front of peers.	Because of public speaking, It can enrich the

		conversati on.	communic ate with my friends.	this prograame s, I speak confidentl y in public.	before doing something .		vocabula ries, it make more confident to speak with other people.
Conclusion	Public speaking is a programm e that can increase my ability in speaking. I will make sure to understand about the context of my speech before delivering it. I have new experience	Public speaking is a programm e that make me more confident to talk with everyone. I will read repeatly to understand my speech and practice everytime and everywher	Public speaking is a programm e that train my mental when delivering my speech. I move with sing song when I forgot the context of speech, I feel more confident to talk	Public speaking is a programm e that make me excited, because this is my first experience . I will make sure my self to accomplis h my goal speech. It make me more enjoy to	Public speaking is a programm e that train my mental, my purpose in public speaking is to entertain my audience. I feel more confident		

	because of it, it can enrich my vocabularies in daily conversation.	e, because of it, I have more knowledge and enjoy to communicate with other.	with everyone after getting this agenda.	manage my self when I speak with everyone.		
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APPENDIX 2

OBSERVATION SHEETS

Number : 01/O/18-III/2020

Date : February 18, 2020

Observation time : 20.00- 21.30 pm

Observation place : The classroom of the eighth grade female students

Arranged time : 23.00 – 00.30 pm

Observation : The aims of public speaking programmes in islamic boarding house
Matlabus Salik Nganjuk

Observation Transcript	<ol style="list-style-type: none"> 1. Public speech is one of extracurricular activities at Al Matlab boarding school where the aim of extracurricular activities is to develop students' potential optimally in accordance with their respective talents and interests. 2. The purpose of the public speech is to train students to mentally appear confident in public and appear brave and be able to communicate well in public. 3. The more often students speak in public, the easier it will be for students to communicate well with their teacher and peers.
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	<p>4. Students will have a lot of experience when speeches are contested outside the region, besides that more and more students have the potential in the part of speech, then the name Al Matlab is easily recognized by outside schools and can be a reference to parents to send their children to this Al Matlab boarding house.</p> <p>5. Making speech text using English, it will be easier for students to enrich their vocabularies and use it into daily conversation.</p>
The researcher's responses	The public speech program is one way for students to become good speakers, to be students who are more willing to talk in front and are able to communicate well with others. In addition students will have a very pleasant experience and have broad insights and knowledge. The conclusion is public speech is very helpful for students to communicate and interact well in public.

APPENDIX 3

OBSERVATION TRANSCRIPT

Number : 02/O/20-III/2020

Date : March 20, 2020

Observation time : 13.00- 16.00 pm

Observation place : Meeting Hall

Arranged time : 01.00 – 03.00 pm

Observation : The implementation process of public speaking programmes

Observation Transcript	<p>The researcher found that the implementation process of public speaking programmes were:</p> <ol style="list-style-type: none"> 1. Preparation <ol style="list-style-type: none"> a. The teacher defines the theme of the speech in the coming week where the theme of the speech will be adjusted to the natural conditions / something that is happening / trending topic. b. The teacher defines the participants who will perform as MC, entertainers and speeches which include monologue, storytelling, speech, news reading in accordance with the agreement with students. c. The teacher and students define a comfortable place for performance
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- d. Students are given the opportunity to decorate the stage in accordance with the students' themes and creations.
- e. Students make a speech text in accordance with a predetermined theme, then collected for correction by the teacher, after two days the text is returned to students to be understood, memorized and practiced.

2. Practice

For 2 weeks students practice their speeches. Several ways students practice speech before performance.

- a. Usually students will practice in front of the mirror to be more confident, from there they can see the facial expressions and body language that match the title.
- b. Student will ask for some students who are to be the audience, the goal is that they will not be nervous when performing and ask their friends to rate their performance so that they can be improved before performing.
- c. Students will practice on their own in class and reread the speech text.

3. Performance

Here several agenda that will delivered during performance

- a. Mc as the host, the teacher as a judge to assess students performance.

	<p>b. Reciting holy quran will be delivered by one of students.</p> <p>c. Delivering speech (speech, news reading, monologue, storytelling)</p> <p>d. Entertainer (sing an english song, acapella, lipsing english song, video clip, show the procedure text e.g. how to make a delicious fried noodle)</p> <p>e. The teacher gives advice and evaluates the students' performance, the teacher also corrects the vocabulary that is not correct and then is followed by the student, e.g. the teacher said "despite of" the student repeat it. Then the teacher defines the theme for two weeks later.</p> <p>f. The last MC closes the agenda</p>
The researcher's responses	<p>In the implementation process, The students were look so happy and interested with this performance. Usually every students will feel anxious and nervous if they will speak in public. But in this implementation process the students really enjoy and entertain each other. The good preparation that was make students no longer confused and feel confident when performing in public. The teacher also enjoyed the students' spectacular performances. With a cozy place, beautiful decoration makes everything in the location feel comfortable. The students are so excited and interesting with this programs, because they can</p>

	learn together with their peers, from their friends' performance it make them more confident to do speech.
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APPENDIX 4

STUDENTS' RESPONSES

Number : 03/O/20 -III/2020

Date : March 20, 2020

Observation time : 12.30 – 13.30 am

Observation place : The classroom of the eighth grade female students

Arranged time : 20.00 – 22.00 pm

Observation : The students' responses about public speaking programmes

Observations Transcript	From the observation can be known that the students' responses about public speaking programs were as follows:
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Class : 8 . P.I

Siti Mutmainah Nur Jamilah

* I can know how my abilization when I spoke in front of people.

Because I am very nervous, if I speak with other people. And I want be spirit to study and exercises, in order to I can speak with other people.

* I have many or very many experience that I got from public speaking.

Sometimes I felt happy after speaking because I felt the mastery of speaking and told by bravely and happily. And sometimes I felt afraid and shy after speaking because I am very nervous to speak.

* I can add the communication with other people.

Kesan

Siti nur qhairiyah

This my feel when I public speech :
I was happy any public speech cause we can convey our think and we can study confident but usually When in middle we worried if can't do it

but I belief, we can if we think we can. and there is teacher and friends and we study together. and if I think if there is public speech many positive and little negative

than we can correct our wrong after public speech together and we become better than last time than it can to tighten connection and others and I think one of we there is regret after do it cause she feel she is performance not maximal and others.

Zakiyah 'Anifatuzzahro

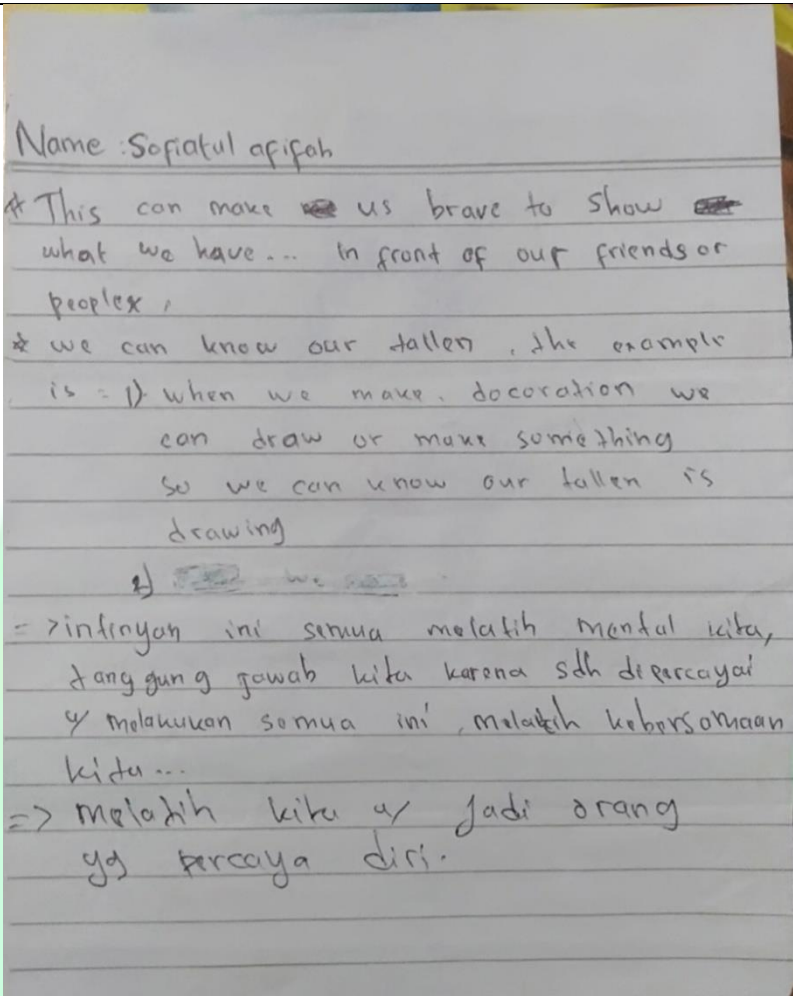
Public speech for me is very good because we can ~~more~~ study and more study again about english in my daily activity. And can made me confident for explain my public speech to other people

Dan menurut saya menjadikan saya dan teman² lebih semangat dlm mengucapkan bhs inggris. membuat kita lebih kreatif dlm mengembangkan berbahasa inggris disini

Bagi pondok, bisa membantu pondok ⁴ menambah program berbahasa. Dan saya setuju jika acara seperti diadakan setiap semester.

This public speech can help me to more my knowledge. This public speech is very interesting for us and we to be ~~be~~ competition to more our vocabulary. I ^{was} so happy and I ^{was} so like to this moment. and thank you for your care us ^{to}



	
The researcher's responses	<p>Most of female students of eighth grade in Al Matlab were very happy because of this programs, it can make them more brave and speak in front of public confidently, especially in front thier peers. The students were so enthusisastic of this public speech programs, the students improve their english cause of the vocabularies they have. All students in this boarding house required to use bilingual language in daily conversations, especially in english language. Then the programs help students to enrich their vocabularies and use it into daily conversation..</p>

APPENDIX 5

DOCUMENTATION TRANSCRIPT

Number : 01/D/17-III/2020


Form of document : Picture

Title : Interview to the teacher

Date : March 17, 2020

Time : 20.15 pm

Location finding : in front mosque

<p>Documentations</p> <p>Transcript</p>	
<p>Reflection</p>	<p>In this picture, the researcher conducts the interview to Ustadz Nuri as the director of boarding house of Al-Matlab Nganjuk. She asks some questions which are related to the statement of the problems while Usatdz Nuri answers those questions clearly. This interview really helps the researcher to fulfill her data</p>

APPENDIX 7

DOCUMENTATION TRANSCRIPT

Number : 02/D/05-III/2020


Form of document : Picture

Title : Interview to the student

Date : March 05, 2020

Time : 19.00 pm

Location finding : In the mosque

<p>Documentation Transcript</p>	
<p>Reflection</p>	<p>.In this picture, the researcher conducts the interview to the student of the eighth grade. She asks some questions related to the third statement of the problem (students' responses in public speaking programs). She has collected the data about it when she is conducting the interview to the teacher and observation. But interviewing some students directly is needed to collect the more believable data.</p>

APPENDIX 8

DOCUMENTATION TRANSCRIPT

Number : 03/D/20-III/2020


Form of document : Picture

Title : Observation

Date : March 2, 02020

Time : 15.00 pm

Location finding : Meeting Hall

<p>Documentation Transcript</p>	
<p>Reflection</p>	<p>In this picture, the researcher conducts the observation when the students of the eighth grade are being implementation process of public speaking programs. Every students show their ability in speech. The researcher writes all which are related to data for answering the statement of the problems.</p>

APPENDIX 9

DOCUMENTATION TRANSCRIPT

Number : 04/D/20-III/2020

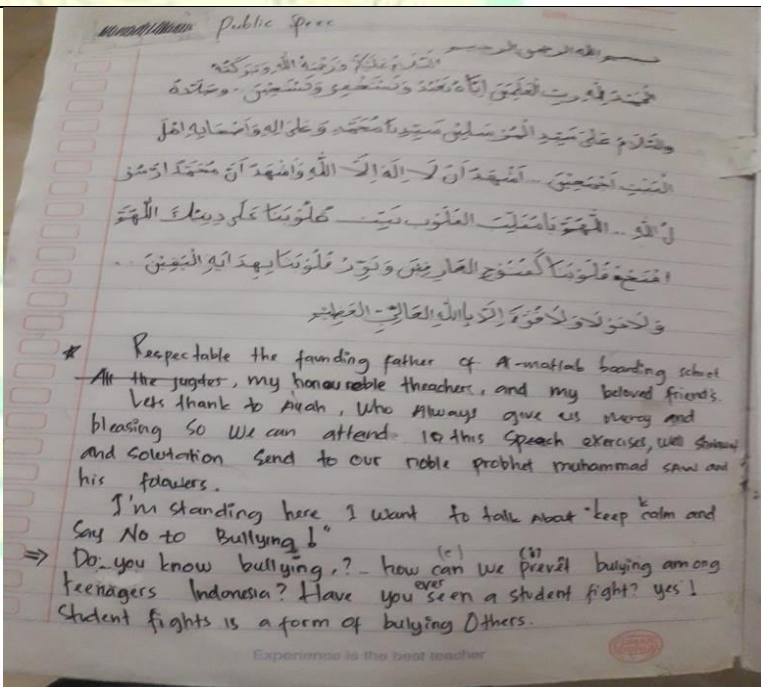
Form of document : Picture

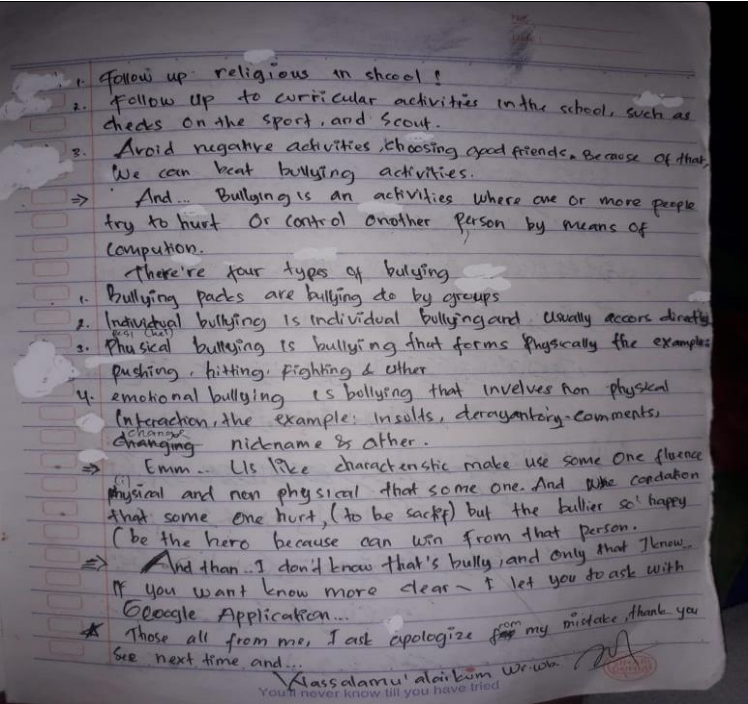
Title : the example of public speech text

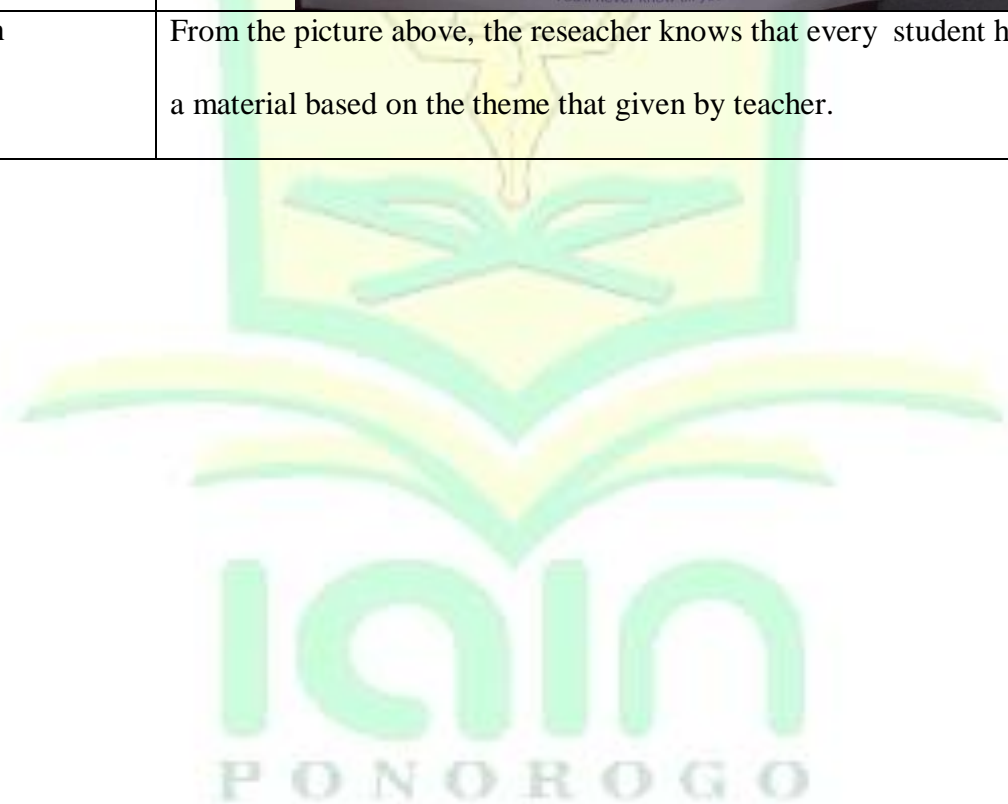
Date : March 20, 2020

Time : 15.00 pm

Location finding : Meeting Hall

Documentation Transcript	 <p> * Respectable the founding father of A-mattab boarding school All the judges, my honourable teachers, and my beloved friends Lets thank to Allah, who always give us mercy and blessing so we can attend to this speech exercise, well shaima and solatation send to our noble prophet Muhammad sawi and his followers. I'm standing here I want to talk about "keep calm and say No to Bullying" => Do you know bullying,? - how can we prevent bulging among teenagers Indonesia? Have you seen a student fight? yes! Student fights is a form of bulging Others. </p> <p>Experience is the best teacher</p>
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Reflection	From the picture above, the researcher knows that every student has to make a material based on the theme that given by teacher.



APPENDIX 10

**FURTHER INFORMATION RELATED TO ISLAMIC BOARDING HOUSE OF
MATLABUS SALIK**

Number : 05/D/17-III/2020

Form of document : Official Document

Title : The history of Islamic Boarding House of Matlabus Salik

Date : March 17, 2020

Time : 20.00 pm

Location finding : In The Director Office

Documentation Transcript	<p>Kebaradaan Pondok Pesantren Matlabus Salik sebagai lembaga penyelenggara pendidikan yang dikelola dengan cara pondok dibawah naungan Yayasan Sirrul Albab yang mana berdiri pada tanggal 16 Oktober 2013 dan kepmenkumham RI Nomor : AHU-17.AH.01.05. Tahun 2014. Bercita-cita mewujudkan sumber pendidikan, pengajaran dan penyiaran Isalm dalam rangka mencapai cita-cita dan tujuan yang luhur tersebut, dengan mempersiapkan Kader Islam ‘Arif Berakhlak Karimah. Dengan proses pendidikan yang dilandaskan dan dijiwai Ruh Jiwa Pondok Pesantren Matlabus Salik. Program penjurusan dilaksanakan pada jenjang VI (keempat) sesuai bakat dan minat santri sebagai saran pembangunan kecakapan/keahlian.</p>
Reflection	Based on the data above, the reseacher knows about the history of

	islamic boarding house of Matlabus Salik Nganjuk. It help her to fullfil the data.
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APPENDIX 11

**FURTHER INFORMATION RELATED TO ISLAMIC BOARDING HOUSE OF
MATLABUS SALIK**

Number : 06/D/17-III/2020

Form of document : Official Document

Title : Vision and mission of Matlabus Salik Islamic Boarding House

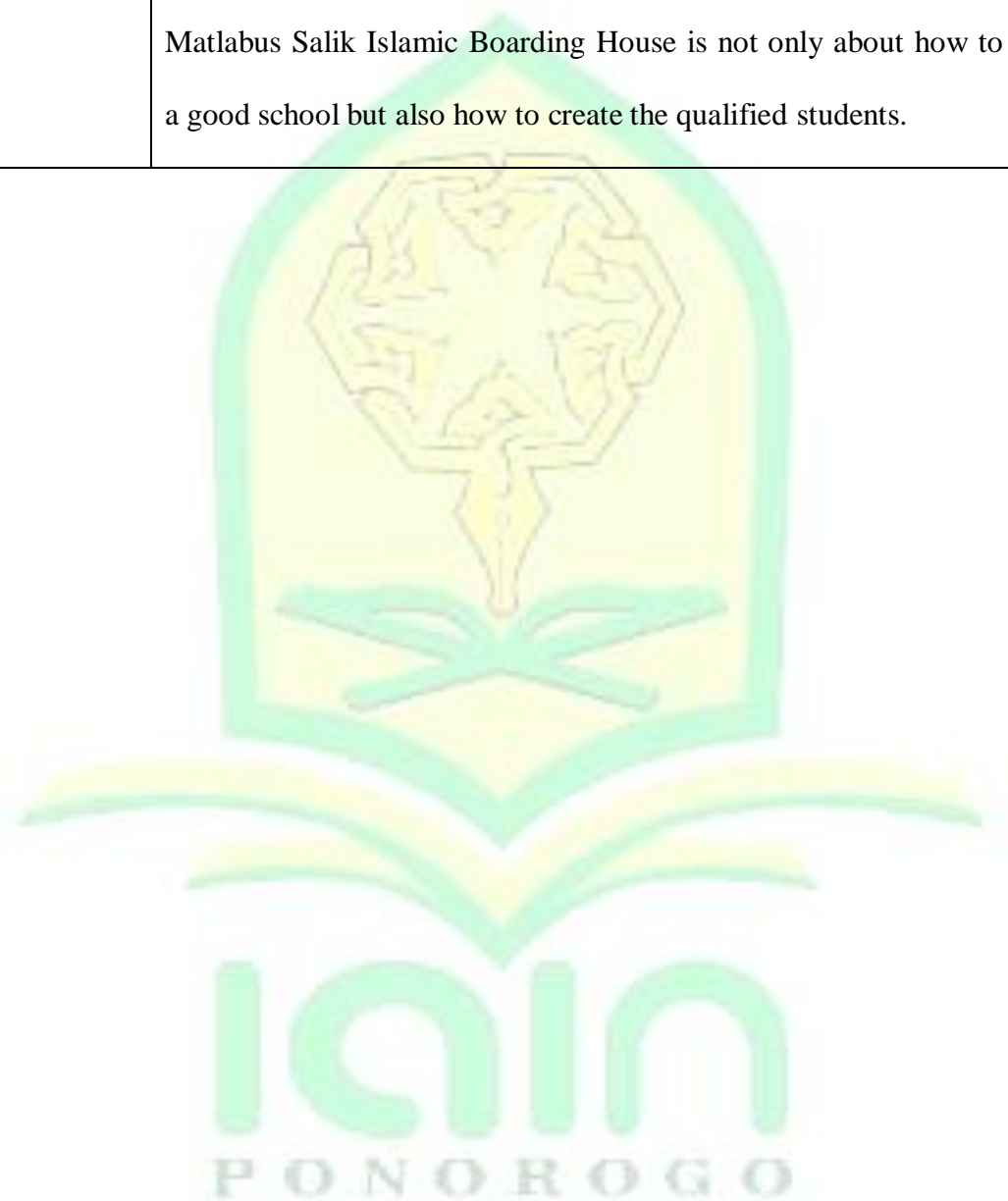
Date : March 17, 2020

Time : 20.00 pm

Location finding : In The Director Office

Documentation	<p>Cita-cita dan Tujuan PP Matlabus Salik</p>
Transcript	<p>Memancarkan pendidikan Islam serta mempersiapkan akder Islam ‘Arif Billah, insan rabbani. Mengeluakan sebanyak-banyaknya orang yang cakap, ukiril, dan luas, serta tingii kepehamannya tentang Agama Islam, rajin berbakti dan beramal kepada masyarakat berdasarkan Taqwa pada Allah, sehingga menjadi anggota masyarakat yang berilmu, beramal dan bertaqwa.</p> <p>Motto Santri</p> <ol style="list-style-type: none"> 1. Bermental Rabbani 2. Merdeka Sejati 3. Berkepedulian tinggi dan Akhlak Karimah 4. Berpengetahuan Luas

	<ol style="list-style-type: none">5. Ikhlas, Lillah, Billah, dan Fillah6. Sederhana, Kreatif dan Cakap7. Sabar dan Tawakal
Reflection	Based on the data above, the teacher knows the vision and mission of Matlabus Salik Islamic Boarding House is not only about how to be a good school but also how to create the qualified students.



APPENDIX 12

**FURTHER INFORMATION RELATED TO ISLAMIC BOARDING HOUSE OF
MATLABUS SALIK**

Number : 07/D/17-III/2020

Form of document : Official Document

Title : Headmaster and teacher list in PP Matlabus Salik Nganjuk

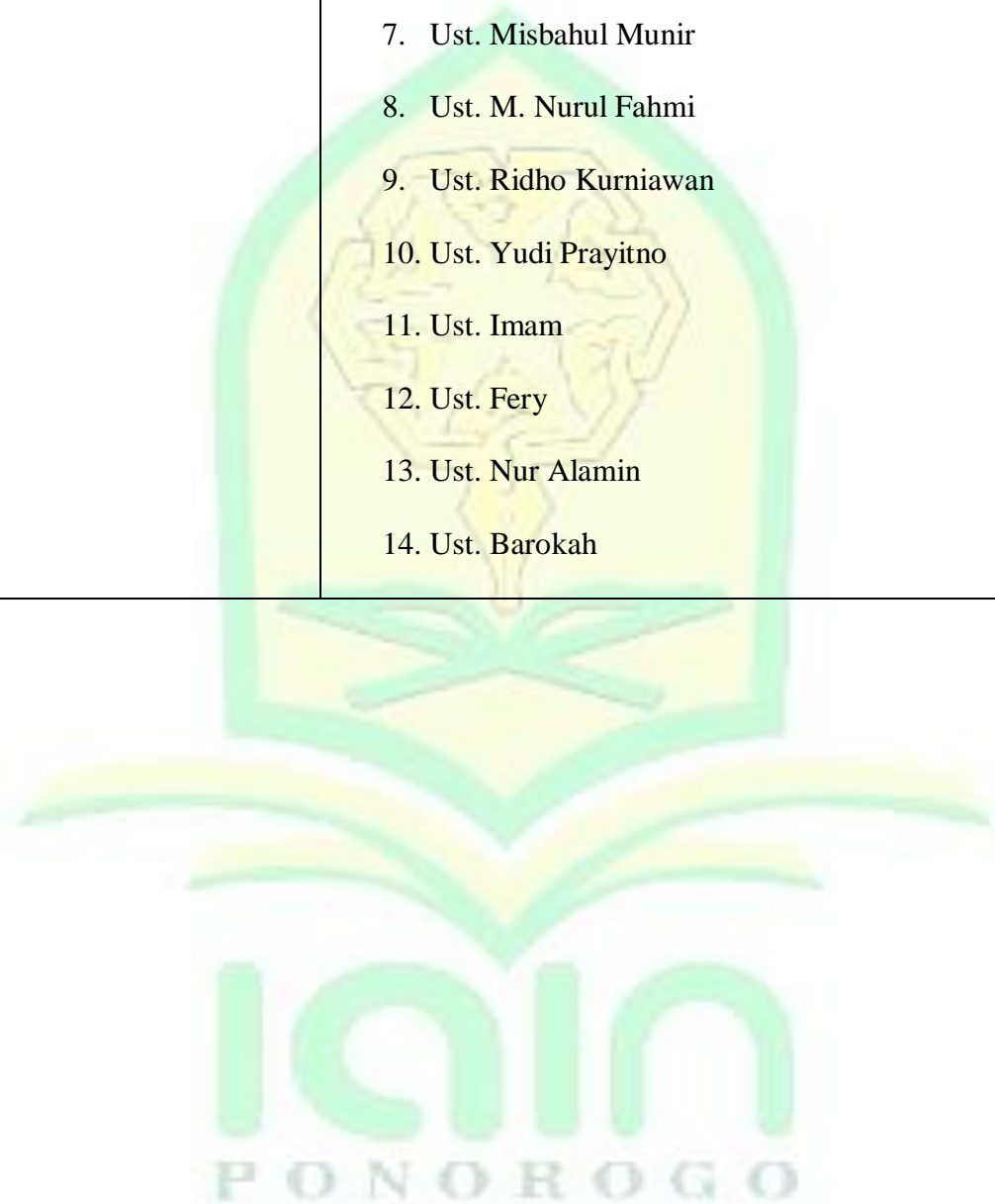
Date : March, 17 2020

Time : 20.00 pm

Location finding : In The Director Office

Pimpinan / Pangemong / Pengasuh	Ky. Muhammad Anwar Muttaqin
Dewan Idarah / Direktorium	
Idarah Ma'had wa – Thalabah	1. Ust. Muhammad Nuri 2. Ust Harminto Budi Susilo
Idarah Madrasah	1. Ust. Purnomo Sidik
Idarah Maaliyah wal – Wizaarat Ammah	1. Ust. Wawan Ardiansyah 2. Ust. Ardian Suryaji
Dewan Asatidz	1. Ust. Sumantri 2. Ust. Syahrul Hanafi

3. Ust. M. Agyl Syahrial Aminullah
4. Ust. Ahmad Sholihul Ma'arif
5. Ust. Ari Setiawan
6. Ust. M. Fajri Hariyadi
7. Ust. Misbahul Munir
8. Ust. M. Nurul Fahmi
9. Ust. Ridho Kurniawan
10. Ust. Yudi Prayitno
11. Ust. Imam
12. Ust. Fery
13. Ust. Nur Alamin
14. Ust. Barokah



APPENDIX 13

**FURTHER INFORMATION RELATED TO ISLAMIC BOARDING HOUSE OF
MATLABUS SALIK**

Number : 08/D/17-III/2020

Form of document : Official Document

Title : Organization Structure of PP Matlabus Salik Nganjuk

Date : March, 17 2020

Time : 20.00 pm

Location finding : In The Director Office

**STRUKTUR dan PERSONALIA PENGURUS
ORGANISASI PELAJAR PONDOK PESANTREN MATLABUS SALIK
(OP3 AL-MATLAB)**

Pembimbing	IDARAH MA'HAD Wa – THALABAH
Ketua OP3	Muhammad Nuri
Sekretaris OP3	Sumantri
Bendahara OP3	Wawan Ardiansyah
Departemen Keamanan	M. Ardian Suryaji
Departemen Bahasa dan Indormasi	1. M. Agyl Syahrial A. 2. Purnomo Sidiq
Departemen Agama dan Pendidikan	Ridho Kurniawan
Departemen Lingkungan Hidup, Kebersihan dan Kesehatan	Ahmad Sholihul Ma'arif
Departemen Olahraga dan Pramuka	M. fajri Hariyadi
Departemen Dapur	Ahmad Misbahul Munir
Departemen Koperasi	1. Ari Setiawan 2. Syahrul Hanafi

	3. Zaim Arraif
Departemen IT dan Kelistrikan	M. Nurul Fahmi
Departemen Kesenian	1. Harminto Budi Susilo 2. Yudi Prayitno



APPENDIX 14

**FURTHER INFORMATION RELATED TO ISLAMIC BOARDING HOUSE OF
MATLABUS SALIK**

Number : 09/D/17-III/2020

Form of document : Official Document

Title : Student List of Eighth Grade in PP Matlabus Salik Nganjuk

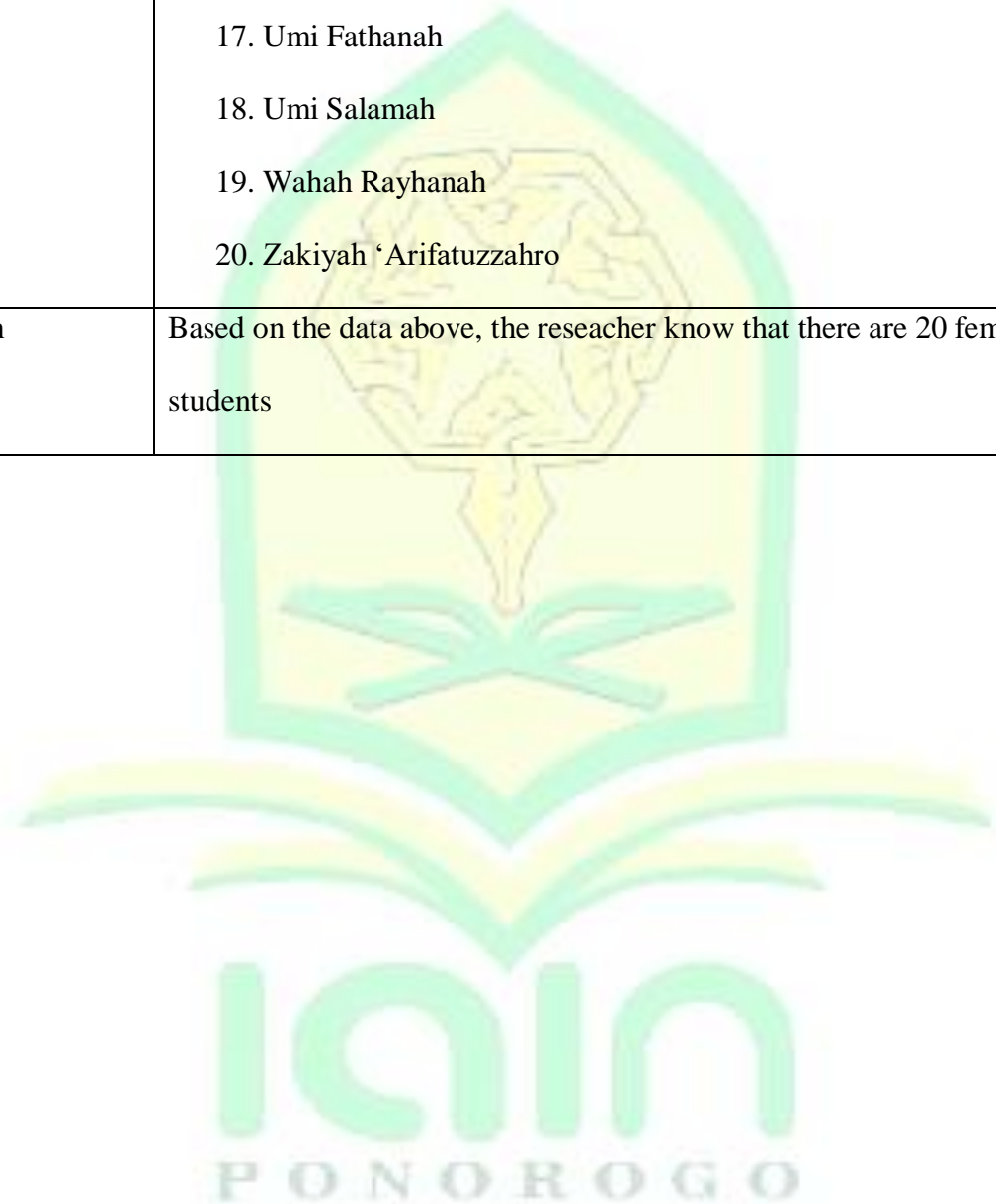
Date : March, 17 2020

Time : 20.00 pm

Location finding : In The Director Office

Documentation	1. Airin Agustina Putri
Transcript	2. Alifia Maudyatul Chasanah
	3. Amanda Siti Rahma
	4. Annisa Rahma Dinayah
	5. Arifka Latifatunnisa
	6. Arina Bilkhoiril Munawaroh
	7. Hafidhatul Munawwaroh
	8. Herlina Ayu Setiany
	9. Ken Sabrina A.
	10. Lina Hidayatul Ni'mah
	11. Nana Mursyida Arifiana
	12. Shinta Maulina Tanjung

	<p>13. Siti Fatimah</p> <p>14. Siti Mutmainah N</p> <p>15. Siti Nur Qhoiriyah</p> <p>16. Sofiatul Afifah</p> <p>17. Umi Fathanah</p> <p>18. Umi Salamah</p> <p>19. Wahah Rayhanah</p> <p>20. Zakiyah 'Arifatuzzahro</p>
Reflection	Based on the data above, the reseacher know that there are 20 female students



CURRICULUM VITAE

Musetiarini, who is called by Arini or Rini was born in Magetan, 10 Mei, 1994. She has the great parents. Her mother's name is Suyati while her father's name is Taris. She is lucky because Lord gives her a good husband and a cute son. His name is Suyadi Gibran Athalla Azzikri. In 2006, she graduated from SDN Pupus III. Then, she decided to continue her study in POMOSDA Islamic Boarding School which is located at Maospati. She studied not only sciences but also religious subjects, there. She also followed some agendas such as base ball, public speaking, and many others in osis. She graduated in 2009 and decided to continue her study in POMOSDA Islamic Boarding School which is located at Nganjuk. When she was in the eleventh grade of Islamic Senior High School of POMOSDA Nganjuk, she became the chief of the art section Student Council. She felt so comfortable until she spent three years for studying in that boarding school and graduated in 2014. After graduating from POMOSDA Nganjuk, she did not continue her study directly. She went to Gresik to work in PT Unimos for 2 years. Then, she registered in State Institute of Islamic Studies Ponorogo in 2015. She chose English Education Department as her major because she was interested to study English more. Besides learning English lesson in class, she looked for some experiences by following an organization of MAPALA IAIN Ponorogo, because she really likes adventure and challenges. when the fifth semester she became coordinator of member organizer until seventh semester. Now, she is finishing her thesis as the requirement of the degree of sarjana.



APPENDIX 15



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PONOROGO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Terakreditasi B sesuai SK BAN PT Nomor: 2619/SK/BAN-PT/Ak-SURV/PT/XI/2016
Alamat : Jl. Pramuka No.156 Po.Box. 116 Ponorogo 63471 Tlp. (0352) 481277 Fax. (0352) 461893
Website: www.iainponorogo.ac.id E-mail: www.info@iainponorogo.ac.id

Ponorogo, 31 Januari 2020

Nomor : **B-0426/In.32.2/PP.00.9/01/2020**
Lampiran : **1 (Satu) Eksemplar Proposal**
Perihal : **PERMOHONAN IZIN UNTUK
PENELITIAN INDIVIDUAL**

Kepada
Yth. **Kepala SMP Matlabus Salik Nganjuk**
Di Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa mahasiswa di bawah ini :

Nama : **MUSETIARINI**
N I M : **210915050**
Semester : **X (sepuluh)** Tahun Akademik : **2019/2020**
Fakultas/ Jurusan : **Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris**

dalam rangka menyelesaikan studi / penulisan skripsinya yang berjudul :

“ ENGLISH PUBLIC SPEAKING PROGRAMMES AT ISLAMIC BOARDING HOUSE OF MATLABUS SALIK NGANJUK (A CASE STUDY OF FEMALE STUDENTS) ”

Perlu mengadakan penelitian secara individual yang berlokasi di :

SMP MATLABUS SALIK NGANJUK

Sehubungan dengan hal tersebut diatas, kami mohon dengan hormat kiranya saudara berkenan memberikan izin dan petunjuk / pengarahan guna kepentingan penelitian dimaksud.

Demikian dan atas perkenan saudara kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

an Dekan
Wakil Dekan I,

Dr. H. M. MIFTAHUL ULUM, M.Ag.
NIP. 19740306 200312 1 001

APPENDIX 16



**YAYASAN SIRRUL ALBAB
PONDOK PESANTREN MATLABUS SALIK
(AL - MATLAB)**

Alamat : Jl. Kamboja Ds. Jogomerto, Kec. Tanjunganom, Kab. Nganjuk 64483, Jawa Timur
Telepon: (0358) 7701185 Email: matlabussalik@gmail.com

Mempersiapkan Kader Islam 'Arif Billah Berakhlak Karimah

SURAT KETERANGAN

Nomor : 109/S.Ket/AL-MATLAB/IV/2020

Yang bertanda tangan dibawah ini :

Nama : **MUHAMAD NURI, ST.**
NIP : -
Jabatan : Direktur Kepondokan Pondok Pesantren Matlabus Salik
Jogomerto, Tanjunganom, Nganjuk

Menerangkan bahwa :

Nama : **MUSETIARINI**
N I M : 210915050
Semester : X (sepuluh)
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
Tahun Akademik : 2019/2020

Telah melaksanakan penelitian di Pondok Pesantren Matlabus Salik (Al-Matlab) Nganjuk mulai tanggal 18 February sampai dengan 20 Maret 2020 dengan skripsi berjudul "**ENGLISH PUBLIC SPEAKING PROGRAMMES AT ISLAMIC BOARDING HOUSE OF MATLABUS SALIK NGANJUK (A Case Study of Female Students)**"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.

Nganjuk, 19 April 2020

Direktur Kepondokan,



MUHAMAD NURI, ST.

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : Musetiarini

NIM : 210915050

Menyatakan bahwa semua berkas dan persyaratan yang saya unggah/upload untuk mendaftar ujian skripsi di laman online pendaftaran ujian skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Ponorogo adalah asli, benar, dan dapat dipertanggungjawabkan.

Jika saya melanggar ketentuan-ketentuan yang telah ditetapkan, maka saya bersedia menerima sanksi dari pihak yang berwenang.

Hormat saya,

