

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents findings and discussions of the research questions in this study:

1. What are the tasks given in the public speaking class?
2. What are the classroom activities carried out in the public speaking class?
3. What are the students' perceptions towards the tasks and the classroom activities in the public speaking class?
4. What are the lecturer's perceptions towards the tasks and the classroom activities in the public speaking class?

4.1 Description of the Data

This study analyzed the experiences gained by the students in the public speaking class and the students' perceptions towards the tasks and the classroom activities in the public speaking class. The data were experiences of the stories told by 18 students and one public speaking lecturer. The data were gathered through interviewing the participants and asking them to check and elaborate the interview results. The researcher discovered there are 8 themes emerged from the stories collected.

4.2 Findings

The stories told by 19 participants in their interviews were analysed using thematic analysis. It revealed several themes which have the same pattern and occurrence to what mostly happened to each participant, they are **tasks** and

classroom activities, perceptions, learning expectation, self-confidence, learning difficulty/problem, learning strategy; speaking practice and speech making, and **students' critics and advice**. The result of the study as follows:

1. Tasks

The stories told by the participants revealed that they had several tasks in the class. **The tasks are informative speech, persuasive speech, introductory speech, and commemoration or occasional speech.** These tasks were not all assigned to each participant in their class. Some have only two types of the tasks while others may have more or less.

Excerpt 1

“The tasks I got from public speaking are **informative speech, introductory speech, and occasional speech**”.

Excerpt 2

“It is always ‘practice’ task like **informative speech, introductory speech, and persuasive speech**”.

Excerpt 3

“She gave us a lot of task for us to do. First is **informative speech, second is persuasive speech, and impromptu speech.** Impromptu was only in the persuasive speech”.

The excerpts showed that the informative speech is found to be assigned to all classes of the 18 participants while the other task can be the persuasive speech, the occasional speech, or the introductory speech.

The informative speech was assigned to be one of the primary tasks as formative assessment in students' classroom presentation as found in students of

batch 2012 and 2013, and summative assessment as the final assignment of the class which found in students of batch 2014. The informative speech was assigned to the students as the type of speech with its purpose to inform some information. The informative speech was delivered in the method of extemporaneous speaking. The extemporaneous speaking of informative speech was found in all students of batch 2012- 2014. As for batch 2014, students were required to perform the speech in form of public seminar as their final assignment.

In the extemporaneous speaking, students were required to perform a speech with a complete preparation beforehand. They had to arrange their speech plan carefully as they could make the full draft, rehearse the speech, and prepare some notes of important points while presenting the speech. The students told that they were asked to perform a speech based on particular topics related to their program study and interest. Before performing the speech, they were asked to make an outline of their speech idea, a draft of their speech text, and a full script of the speech text. In the speech making, students explained that they had to do some research, learn about their audience, and revise their speech text with correct transition and grammar.

The persuasive speech was found as one of the task in all the classes except for batch 2012. Students told that in this speech, they were encouraged to speak with purpose to persuade others to do what they appealed, to motivate them, and to persuasively persuade the audience with more intellectual speech as they provided the speech with accurate data and source. The persuasive speech was

assigned in the method of extemporaneous speaking for batch 2013 and impromptu speaking for batch 2014.

In the extemporaneous speaking, students were required to perform a speech with a complete preparation beforehand. To perform a persuasive speech, students needed to know their topic, audience, and purpose etc. One participant said that if you could control your words, you have the power to control the mass, the power to control the audiences. She said that the purpose of the speech is to make the audiences to believe in what you say.

In the impromptu speaking, students were required to speak the presentation of a short message without giving students adequate amount of time for preparation (Lucas, 2009, p. 246). They told that they only got several minutes, and they choose the topic and given only two or three minutes to prepare the idea they are going to speak and it was only short time to memorize to gather around all the information that they want to deliver. One student said that due to the classroom activities and also the previous task given, he could manage the impromptu speaking well as it is learnable and also one of the fruit of the previous learning experience.

Excerpt 4

“Actually it was very very nervous at that time because we didn’t know what we are going to speak, right. **So after we choose the topic we only get two or three minutes to prepare our main idea that we are going to speak and it was only short time to memorize to**

gather around all the information that we want to deliver. So I think impromptu speech is the most difficult one among the tasks”.

Excerpt 5

“The thing is that the lecturer didn’t give us straight to the impromptu one, right? **We have already analysed the text, watched how the speech should be. We have several impromptu speech for persuasive speech and also informative speech. So the theme is not that hard like the video showing us. So I think it is like hmm reachable.** Like still could be understood well by the students”.

The introductory speech was found in students of batch 2012 and 2014. The students told that they need to talk about themselves as they reversed themselves into three things which resemble their own characteristics. This task was given in form of impromptu speaking.

The commemoration or occasional speech was found in students’ stories of batch 2012 and some of 2013. The students told that they were asked to speak up based on certain role in particular occasions like graduation and ceremonial agenda. They played as the spokesperson in the agenda. This task was done in form of manuscript reading.

Above all things, the lecturer told in her narrative that there are several reasons of conducting all the tasks mentioned in the students’ stories. The lecturer said it was due to the academic life requirement that students would require to present their research, so the first two tasks; the informative speech and the persuasive speech, are perceived to be the sufficient and qualified ones. Meanwhile the occasional speech seems to be a little hard for students who just

graduated from high school. And for the commencement speech, the lecturer told that she was trying to give students a task which is closer to their everyday life. And she claimed that the other public speaking skill like MC and moderator are simpler and can be learnt independently.

Excerpt 6

“It is because we are in university. Those kinds of speeches you mentioned are not really difficult. Because we are in the university, we are dealing with academic life in which we need to present our research. So informative and persuasive hold the big roles in public speaking. One more thing, I also discussed the occasional speech, but I didn’t ask them to perform it. I just asked them to analyse the commencement speech. What I learnt from the batch 2013, it was really hard. Because in the occasional speech, it is about to share what you have experienced, you gained in your life. For who has long life experience, it would be easy. But if you just graduate, so then what would you talk about? So I just asked my students to do commencement speech as it is the closest aspect to their lives. They were asked to present themselves in reversing into 3 things”.

In addition the lecturer explained that she used seminar for the final test of public speaking class for batch 2014 was due to the department regulation which requires all the courses using outcome base. She said that she hoped by this seminar, students could learn and feel the real public speaking.

Excerpt 7

“Because we are now using outcome base. It means that there must be an outcome for each course. So what I have in mind is holding a seminar. So along with my students, we make the seminar and made it

public. So the students will have the feeling this is real public speaking. So when they go onto the stage, they will feel how to speak in public. And also as I learnt that some students often do the assignment for the sake of score, for the sake of fulfilling the assignment. So it's got to be something challenging but also lesson learnt from holding this seminar”.

2. Classroom Activities

The students told in their stories about the classroom activities as the activities arranged by the lecturer which involve the interaction between the lecture-students, student-student, and students themselves. It is found that there are three main classroom activities held in 18 students' classes. They are **whole classroom activities, group work, and individual work.**

a. Whole Classroom Activities

These activities consist of the lecturer's lecture, video watching and analysis, and whole classroom practice. The lecture involves the activities of the lecturer giving a lecture and explanation about the speech, giving the speech examples, and discussing the books as the primary materials in the class. The video watching activity is requiring students to watch and analyse the speech as the content video. And the whole classroom activity involves the lecture and the students to practice and discuss the speech together.

Excerpt 8

“She usually **referred to the book when she taught us** in the class. And beside that she also **gave us a video related to the material** that

she is going to deliver. Besides that bu Nina also **showed us the correct gesture** when we were delivering our speech. **She also gave some corrections related to our pronunciation.** I still remember that she taught us to say to make sure we can differentiate between hop and hope. So we can say hope beside hop means jump. And also development, -developing. Sometimes **she asked some students to deliver a speech in front of the class or an example in front of the class”.**

The students told that mostly in this kind of classroom activity they analysed and discussed particular important points of speech before making and performing it. They analysed about the speech structure, the relationship between a speaker and his audience, main idea of the speech, its rethoric, transitional words, and the speech composition. Students also discussed the paralinguistic aspect of delivering speech like body gesture, hand movement, and eye contact. Further they also learnt and practiced their pronunciation, vocal variety, and dealt with self-confidence and nervousness. Students viewed that all activities gave them a picture of how to make and deliver a good speech and those are really helpful and useful.

The lecturer told that the use of books and other written text as sources for the public speaking gave her new insight of public speaking. And also the lecturer said about using video to analyse and discuss really gave the class important lessons of public speaking.

Excerpt 9

“But now as I am using TED, I guide my students to learn holistically as I become a coach not a teacher. A coach of public speaking. We used several videos including Oprah, Steve Job, and the most seen videos in TED”.

“In the beginning my role was like a conductor. In the beginning, students analysed the content, sometimes I asked my students to see how that kind of idea is delivered. Also the using of paralinguistics like body gestures, hand movement. Every speaker has his own style. So it is not only talking about the language. it is complex”.

b. Group Work

The group work done in the class was found in almost students’ stories except for some in batch 2013. Students who got this kind of classroom activity told that **they had to work in a group to analyse and discuss particular speech from a video, a speech text, or another student’s performance.** One student said that this kind of activity strengthened their ability to think critical and understand about the speech well. As for batch 2012, this group work activity was included into their final test project of occasional speech.

Excerpt 10

“Gak harus kita selalu ke bu Nina. Kita bisa saling tukar-menukar idea sesama karena menurut saya idea anak-anak di kelas itu berbeda. Jadi kalau kita saling tukar, idea kita bisa bertambah”.

c. Individual Work

The students told that the task given as for mid-term test and final test is an individual work. They had to go through several processes before performing the speech. In making the speech, they had to make an outline, a draft, and a speech script. They needed to consult it to the lecturer beforehand. Sometimes they might discuss it together with other students in the class. Some students claimed that they should do some practices and also rehearsal before performing the speech. As for batch 2014, the students told that they were required to perform the speech in form of a public seminar which needs more preparation.

Excerpt 11

“When I chose a topic for my speech, I usually do some research. I am looking for what is the most interesting topic I can use, maybe I will find out about the audience. When I got the topic, I looked for the materials in the internet. When I got the materials, I usually made a draft of my speech. The draft can be a rough draft so basically it's not a full sentence. But if I think I need the full script. Then I will prepare it. And sometimes when I prepared my speech, I revised it more than 2 times. May be in term of the word transition, the word choice”.

3. Perceptions towards the learning experiences

As students told about what they had experienced in the learning process, they also told about their perceptions towards it. All students gave positive views on the learning experiences. They found the learning process as engaging and interactive. The way the lecturer conducted the class was viewed as effective to

train students to develop their public speaking skill. They felt the tasks and the classroom activities are helpful and useful for them to build their capability for the next course requirement and also in the future for workplace requirement.

Here are some reasons of students revealed positive opinions, they said that from the learning experience they could:

- receive more and new knowledge and insight about public speaking, how to speak in public.
- know and learn about the importance of public speaking.
- expand their ability of speaking especially in public.
- learn how to be confident to speak in public.
- learn how to be well-arranged and well-delivered in giving information in form of a speech.
- learn how to persuade others effectively.
- strengthen the other three skills; writing, reading, and listening.
- get new and valuable experiences.

Excerpt 12

“I think the way she conducted the class, the material helped us how to speak in front of the public. I think it is a good thing. And **she taught us how to not be nervous in public** and what to do when we are delivering a speech in public like don’t shake too much, don’t move too much. Like making eye contact and try to smile and look the audiences on their eyes. I think those kind of things helped me so much”.

The students viewed that the benefit of the public speaking class was not only for the class itself rather it equipped students for everyday life occasion and also future event like in workplace. One of the student told about the importance of public speaking which she learnt in the class.

Excerpt 13

“It really is helpful. Yeah you know I have been doing certain works regarding public speaking in other organization in campus. So I was a member of Lembaga Kajian Mahasiswa, I was in charge of public speaking division and that’s why **that is really helpful not only in the work I do in my organization but also to the everyday life”**.

Excerpt 14

“Menurut saya public speaking itu penting. And also **the lecturer said that public speaking is important.** In America for example, if you can do public speaking it means that you are knowledgeable, you can persuade other people and so people can know your background knowledge etc. And it also can make people interested in your speech. It can make you able to control your words, you have the power to control the mass, the power to control the audiences”.

From the lecturer’s point of view, she told that at first she thought public speaking is just merely doing any speaking in public. But then after she taught in the class with the tasks and classroom activities, she realized that it was not that simple. It is more complex than casual speaking and also it is tightly connected to other language skills. She said that public speaking is a must but not the only factor of making the speech successful.

Excerpt 15

“Public speaking is all about speaking your mind. To publish the ideas. So if you mastered the content, the speech then the delivery technique will follow. **I thought that public speaking is more than developing ideas, composing it. It’s very different from writing.** As the name is public speaking, it seems to us **it is a speaking activity. But it is also a writing discourse.** How you make your speech well-organized and how you delivered it. So we cannot just think for granted that once you are confident enough, you just need to speak in public. So I figured out from the class of 2012 in which I took the research for my thesis, **public speaking is not only about confidence and writing, but it is the integration of the language skills.** When you speak, you need to listen from the popular speaker. Now it turned out that when you are making your speech, you just follow the theory of writing. But it is different from when you speak of it in front of public. So public speaking for me is complex one, yet challenging”.

4. Students’ expectations towards the public speaking class

As the stories flew, participant gave their own perceptions towards the class. Not only perspective, some participants also told their expectation towards the public speaking class of what they expect the class would be before enrolling to it. Some participants expected the class as how it then happened in their class while some had other expectation. Several participants thought the class would be including the ability of speaking in public through learning the particular roles like master of the ceremony, broadcasting people, and speaking English directly to the native speaker. However, those assumptions were only their thoughts. After

experiencing the class, they then understood the class's goal and purpose was different with their first expectation.

Excerpt 16

“Actually my expectation when I heard about public speaking is like speaking for reporter, broadcast like that then I realized that the goal of public speaking class is different”.

5. On self-confidence development in public speaking class

All students agreed that public speaking cannot be separated from self-confidence. They believed that to speak in public, they need to have a good self-confidence. After experiencing the public speaking class, all students agreed that the learning experiences; the tasks and the classroom activities are effective to help them develop their self-confidence and each of them has their own perspective on it.

Most of the participants thought that the learning experiences are helpful and useful in developing self-confidence. The participant one, three, four, five, seven, and fifteen told that what they had experienced in the public speaking class improved their ability to speak in public as they had so many lessons practices of delivering speech. Participant one said that the class encouraged her to speak more and more and get her confidence high as she said “I have to speak often in front of my friends and in front of the lecturer, so if someone asks me to speak in public, it helps me a lot. So I get confident”. While participant seven viewed the practices in the class as the learning phase of controlling and developing self-confidence.

Excerpt 16

“Yes it really helps because we practice a lot, we practice speeches”.

“Yes. It was very useful in improving our self-confidence to speak in front of public. Because when we are watched by many people to speak in public, it improves our self-confidence and how to not be nervous”.

Participant two viewed that speaking in public means to convince ourselves that we can do that. Therefore self-confidence is a must. She said that *“it’s really helpful in developing our self-confidence, of course. This class really helped me to convince myself. Whenever I speak, I need to convince other to listen to me”*. Meanwhile participant six viewed self-confidence determines speaker’s credibility and focus of their speech. And she found that in public speaking, she could learn and practice to develop her self-confidence as she got the lessons of controlling self-confidence while speaking in front of public.

Some participants claimed that they were not really having problems with self-confidence. Participant two, eight, ten, and twelve stated that before coming to the public speaking class, they had no problem with speaking in front of public as they already had their guts. Nonetheless, they still found that the class gave them more space to practice and develop their public speaking skill.

From the told stories, students explained that the tasks and the classroom activities helped them to develop their self-confidence and reduce their anxiety and nervous. They said that the practices of making speech and delivering it had

equipped them the core points to perform an excellent public speaking. Further those experiences trained students to reduce and also control their anxiety and nervous.

Besides discussing self-confidence development, the students also gave their opinion related to nervousness in public speaking. The participants agreed that nervous is a natural factor of self-confidence. Some defined it as positive as it becomes an alarm for them to prepare and to be ready in delivering the speech. While some viewed it negative as it might refer to the lack of preparation and practice, and also it might distract the speech delivery. However, some students stated that the point of self-confidence was becoming a great difficulty for some of their classmates. They found that there are still some aspects of the class to be revised and strengthened.

On self-confidence, the lecturer stated that self-confidence is an individual issue as others can only influence but not change or force it. So what others can do is to always support.

Excerpt 17

“Yeah this is challenging. Because self-confidence actually is derived from your inner self. So it is difficult if we just force them again and again to speak. What makes people confident? It is because you need to talk, you need something to share. You have a lot of experiences. And also related to personal trait. I would not say introvert is less confident. Some like to share it while some prefer to just to keep it”.

“I do my best **to boost their confidence** because I believe everybody has their own characteristic. **Well I did was like giving them empowering statement like we’re here to help you not to humiliate you.** You know the stage is frightening. You have much people watching you. It is a frightening moment. So when my students come up to the stage, I will say we are here to help you. And I think that statement will boost their confidence. But of course **you must master the content. So you must be well-prepared**”.

6. Students’ learning strategies in speech making and practice.

The students told that along with their learning process, they got the picture of how to prepare a good speech, so they could make their own way of learning. All students agreed that practice is vital in speech preparation and it became one of the core factors of a successful performance. The practice could be in the class regular practice organized by the lecturer and also it might be their own practices. Students told the more they practiced, the more they became confident to deliver the speech.

Excerpt 18

“May be at the first I feel nervous but because along the time our teacher always reminds us, bear in mind **to practice a lot and a lot.** Day by day the anxiety is decreased so I think it encourage me more and more my ability”.

The students explained the practice held in the class along with the lecturer helped them to get insight about how a good performance should be. The lecturer’s and other classmates’ feedback helped them evaluate their performance

progress. They could discuss what aspect should be corrected together as many voices were attentive to their performance. On the other side, students also told that they usually had their own practice. Some said that they used to practice by their own in front of a mirror to judge their own performance. Some liked to record their speech utterance to evaluate their pronunciation and vocal variety. Besides practicing, students also had their own way in making their speech text.

Some students said that it is important to prepare the speech text well. After learning from the activities given in the class, students grasped the best way of preparing an excellent speech text which later became the primary weapon for them. Some said that the idea selection is crucial to begin as it connects to the state of audience. Some also said that the goal/purpose of the speech must be considered. Furthermore, they said that the revision phase of their draft is important as to check its clearance, details, and linguistics aspects.

Excerpt 19

“Every day I practice my English pronunciation and my English skill in front of mirror or speaking and talking English to people and to ask comment from them. Is it well enough or it’s wrong, how about my vocal variety and also my performance”.

7. Students’ problems and difficulty

The problems found in the students’ stories are the difficulty in outlining the ideas, the difficulty in arranging the ideas with its purpose into a good speech text sequence, memorizing the script, connecting ideas, so on and so forth. Meanwhile the lecturer got difficulty in organizing the class at the beginning she

started to teach public speaking skill. And also in holding the seminar, the lecturer said she had problem with technical issue.

8. Students' critics and advices towards the learning experiences

All the participants experienced the learning experiences and had their own perspective towards it. As they gave their own opinion about the effectiveness of the tasks and classroom activities, they also told about some issues related what they think the class should change from their own perceptions. Some participants criticized the way the lecturer built the vibe for the class while others advised the class to be revised in some particular aspects.

The students said the way the lecture taught in the class was actually effective to make the students improve their public speaking ability but somehow they viewed the lecturer's characters could be one of the learning barrier. One participant suggested the state of classroom enjoyment. She asked the lecturer to make the class fun and to encourage more all students to engage in the learning process. Another participant told that the lecturer might be the key of the class atmosphere. He clearly stated that him and some of his classmates thought that the role of the lecturer in organizing the class was very crucial. Besides criticizing, some participants also gave some advices for the class in the future.

Excerpt 20

“When the lecturer was spirited to teach in the class, we also became spirited. But when she was spiritless as she was in no mood due to students' passive participation and students' unsatisfying performance, me and my friends also became spiritless”.

The students suggested the more encouragement from the lecturer for students who found to be less confident as they might encounter different issues on the learning process. Also one participant said that it was important to consider a student's proficiency level before enrolling the public speaking class. He said that this factor could be one the barrier of student's public speaking ability development as the student will not be able to speak confidently in public if he had not had the basic things. On the other hand, some students talked about the name of the course, public speaking in which they thought the class has not covered its goal yet. They thought public speaking might be more than just speaking in public to inform something.

4.3 Discussions

After analyzing the 18 stories of students' learning experiences and their perceptions towards it and also from the lecturer's story, this study confirms that experiences gained by the students in the public speaking class mainly involved eight themes that emerged within the process. The themes apparently concern with several important aspects that students and the lecturer had encounter, they are:

- the tasks and classroom activities which the students and the lecturer experienced while learning public speaking.
- the reflection or the lesson learn that students and the lecturer absorbed after experiencing the class consisting of their perceptions, expectation, critics, and advice

- Issues regarding self-confidence
- the issues that the students and the lecturer had encountered regarding the problem/difficulty and the learning strategy

The tasks involve the presentation of speech delivery that students have to do while the classroom activities involve all the classroom interaction happening in the class. The discussion of the two themes follows:

The tasks given in all the participants' class from batch 2012-2014 are mostly the same. It consists of informative and persuasive speech and some only differ in term of occasional speech. The tasks are given into the class based on the goal of the course according to the lecturer's story. It is to practice to present their research as it is a part of academic life. And also it was found that the tasks have been developed in the process of organizing it into the class.

From the findings of the tasks held in the class from the students' and the lecturer's stories, it can be seen that the tasks given in the public speaking were mainly in form of speech delivery in which argued by Shea (2009) as the tasks involving students' presentation either individual or group work. Further it is line with Nunan's argument about tasks which are divided into two: target task and classroom task. The tasks given in the public speaking class is categorized into real-world or target tasks which defined by Nunan (2004) as the task with concept and goal to provide and prepare the students to do what they will face later in the real-world.

Based on the findings, it is found that the tasks provided students with many beneficial points such as the ability to make the speech text well-arranged and also train them to be well-delivered in giving information in the process of speech delivery. It also shaped students with the ability of giving information as found in the informative speech and also the ability to persuade others as found in persuasive speech. This point is in line with Lucas (2009) who stated that speaking to persuade has students play a role as an advocate. Students will learn how to make others agree with their idea, and perhaps to follow the idea. This kind of purpose involves speaking to support an idea, to refuse an opponent, to sell a program, or to inspire a certain action.

The tasks also perceived to sharpen the other language skills: writing, reading, and listening as Shea (2009) said that this kind of task is useful to ‘utilize and strengthen’ students’ skills both oral and written. Both oral and written skill are developed during the task process. Furthermore, it helped in term of improving students’ self -confidence to speak in public with or without adequate preparation as they had practices the extemporaneous and the impromptu speaking. Lastly, it can be seen that there are some changes in organizing the tasks as the teacher did some correction and also development to make the tasks more appropriate and also beneficial for students as for now and for the future.

The classroom activities held in the class mainly are whole classroom activity, group work and individual work. The activities were organized based on the classroom interactions happening in the class (Brown, 1998). From the finding of this theme, there are some points to be discussed. First is the point of the

lecturer's intention of inviting all the students to actively participate in the learning process as the lecturer seemingly involved students to take part in every activity. This point is in line with what Brown (1998) referred to the constructivist practice of teaching and learning which aims at putting students in experiential learning, training them to solve problem, and positioning them into student- direct learning.

The second point is the role of the lecturer in the learning process. From the lecturer's story, it is discovered that there some modifications of the lecturer's role as she was first to be conductor moving to facilitator. And the last point is the centredness of students in the learning process. From all activities held, they are perceived to provide spaces for learners to develop students' speaking abilities. Everything occurs in the classroom build students' performance and achievement during the learning process as Boonkit (2010) said the feedback and comments from teacher and other students contribute in raising students' awareness of the learning process which eventually led to English speaking improvement.

After experiencing the learning process, the students' and the lecturer's stories revealed the reflection or the lesson learn that students and the lecturer absorbed in compilation of their perceptions, expectation, critics, and advice.

As the participants had experienced the learning process involving the tasks and the classroom activities, they came to know the value of the learning process itself. They could examine, judge, and then comment on the positive and the negative of the learning they have experienced. All the students agreed that the

tasks and the classroom activities were good and sufficient for fulfilling the requirement of public speaking class.

The students' perceptions toward the tasks and the classroom activities in the public speaking class were helpful and useful for them. Nonetheless, there some students felt that their first expectation of the public speaking class was different from what they actually got in the class. But then they realized that the goal of the public speaking class was different, so they accepted it. As for the qualification of the learning experiences, some students just a little bit criticized the aspect of the lecturer's way of teaching. Therefore they gave some suggestions for the class in the future.

Other than students who told their perceptions clearly in their statement, the lecture told it within her stories of organizing and developing the learning experiences. She came with the thought of reflecting and revising as she got the understanding of the importance of public speaking and its role for students' lives.

From the discussions on the students' and the lecturer's stories above, it can be stated that both students and lecturer learn from what they have got in the public speaking class as Knight (2009) that the reflection can be a way of examining their perceptions and attitudes in order to make sense" of what the participants have experienced while Dunlap and Lowenthal (2010) called it as students could determine the effectiveness of the teaching and instructional strategies employed in the class.

More importantly for the lecturer aspect, Johnson & Golombek (2002) called the discovered of teacher's perspective as "a means through which teachers actualize their ways of knowing and growing that nourish and sustain their professional development throughout their careers" which then build the lecturer's professional development. In addition, besides talking about the learning experiences' qualification and effectiveness, they also told about its relationship to self-confidence development.

All students agreed that public speaking cannot be separated from self-confidence. They believed that to speak in public, they need to have a good self-confidence. Some students also said that being confidence shows the credibility of the speaker. They said confidence determines one's practice and authenticity hence the audience can receive the message well. This point is also stated by Lucas (2009) that is to speak in public, students need to be courage and confident, so they can succeed as speakers as their idea in the speech can reach the audience.

After experiencing the public speaking class, all students agreed that the the tasks and the classroom activities are effective to help them develop their self-confidence and each of them has their own perspective on it. Most of the participants thought that the learning experiences are helpful and useful in developing self-confidence. This point is similar to what Gregory (2010) stated about the the improvement of self-confidence as the potential benefit from participating the public speaking class. In discussing the self-confidence both

students and also the lecturer told their view on nervous for whom has the low self-confidence.

The students reflected on the self-confident development which then brought them to the thought of some problems that might occur. The students told that nervous is a natural issue regarding self-confidence in public speaking. They mentioned some reasons of being nervous like lacking of practice, not mastering the material, etc. This point is similar as found by Marwan (2003) which found nervous as the result of anxiety seems to be common among college students and the general public. The reason why student is anxious refers to the lack of preparation as well as the lack of self- confidence which is then seemingly found to increase the fear of failing and negative evaluation.

On nervousness, some students also stated that it could be positive it is line with Lamerton (2001) which stated that anxiety can also facilitate students otherwise. It can be helpful for speaker in delivering their speech as it gives “a certain amount of extra adrenalin pumping round” which than make the performance best. This issue is possible as long as the speaker can handle their nerve well.

Besides telling the problems, students also revealed their learning strategies or ways of overcoming the problem in public speaking. Besides developing self-confidence, problems found in the students’ stories are the difficulty in outlining the ideas, the difficulty in arranging the ideas with its purpose into a good speech text sequence, memorizing the script, connecting

ideas, so on and so forth. Meanwhile the lecturer got difficulty in organizing the class at the beginning she started to teach public speaking skill. And also in holding the seminar, the lecturer said she had problem with technical issue. However the problems they encountered they would afterward realize the ways of overcoming it. Further some students also gave some tips regarding the most found problems in public speaking.

From all the discussions above, it can be concluded that the stories told by the students and the lecturer revealed several themes reflecting to the overall process that they had experienced in the classroom learning and teaching. Further they also reflected and commented on it. Above all, the findings of overall study are in line with some previous related studies of Yi li (2004), Lu (2005), Fang Fang (2006), Li (2014), and Shields (2016) which focused on the inquiry either students' or teachers' narratives of recalling what they had experienced in the language learning and teaching. All the studies mentioned and also this study of public speaking class captured the experiences gained by the participants including their perceptions, problems, and strategies.