

CHAPTER V

CONCLUSION, IMPLICATION, AND RECOMMENDATION

This chapter presents the conclusion that was derived from the discussions based on the research questions. The implication recommendation were presented to bring some suggestions related to the pedagogical practices and further research.

5.1 Conclusion and Implication

This study was aimed at discovering the experiences of the students and lecturer in relation to the tasks and the classroom activities in the public speaking from the stories narrated by the participants. The findings showed that the tasks given in the public speaking class was in form of speech delivery. It was a target task which has several types: informative speech, persuasive speech, introductory speech, and occasional speech. The tasks required the students to deliver a speech with method of the extemporaneous and the impromptu speaking. In the process of completing the tasks, several classroom activities were conducted by the lecturer to guide and help students accomplishing the tasks.

The classroom activities found were in basis of classroom interaction between the lecturer-the students, the student-the students, and the students themselves. The classroom activities were the whole classroom activity including lecturing, watching and analysing videos, and discussing speech, the

group work including analysing and discussing speech per group, and the individual work including speech making and speech performing.

Both the tasks and the classroom activities were perceived to be effective for the students in preparing them to speak in public effectively and confidently. The students told that they were trained to make a speech with good composing process. They learnt how to build the idea, elaborate the idea into text, and so on. Also the students told that in the learning process, they were required to practice to deliver the speech well. They practiced how to deliver the speech with its paralinguistic aspect and also use the tricks to overcome nervousness. They did the practice in and outside the class. All the students agreed that the learning experiences helped them in developing their self-confidence.

In connection to self-confidence, some of the students told several problem that they or perhaps their other classmates found in the public speaking class. This issue was perceived to have strong relation with being nervous and anxious to speak in public. And for this issue, the students have their own point of view and strategy to overcome.

Some of the students told that practice is the key point of preparing the speech and also for overcoming the nervous. Some had their own practice like practicing their own by looking into the mirror to see and check their performance while some would ask the other friends to watch and give comment or feedback. Also in the process making, the students said it is important to build the ideas connected and of course to master them all.

In the point of the lecturer's view to become confident mainly concern with both the writing and the speaking skills. The lecturer stated that the process of the speech making was as important as the speech delivery. To become confident, the students must master the speech and have the gut to speak in public.

After recalling and reflecting to the experiences, it can be concluded that the learning experiences gained by the students in the public speaking class were helpful and useful for developing their public speaking ability and self-confidence. And also the learning experience were seen as appropriate by the lecturer in relation to the class goal. Both the students and the lecturer have made sense of what they have gone through in the public speaking class. There were also some suggestions and evaluations for the lecturer for the class to be corrected and revised in the future.

5.2 Recommendation

The recommendation for the public speaking class at English Department UNJ are for the lecturer to give the students the understanding of the goal and the benefits of the public speaking hence they will not only accomplish for the sake of seeking grade. Also the lecturer is expected to consider all the voices of students and to give equal yet appropriate treatment for the students with high or low level of confidence especially in relation to speaking in public.

As for the later students who will enroll the public speaking class, the recommendation is to have the clear understanding about the course goal and

benefits hence they can accomplish the class perfectly well-done. And also to engage actively in all activities then practice hard to develop their self-confidence.