

**STUDENTS' PERCEPTION ON SELF-ESTEEM IN PUBLIC
SPEAKING CLASS OF ENGLISH EDUCATION STUDY
PROGRAM: A NARRATIVE INQUIRY CASE STUDY IN
UNIVERSITAS NEGERI JAKARTA**



*Building
Future
Leaders*

**A Skripsi Submitted in Partial Fulfillment of the Requirements for the
Degree of**

“Sarjana Pendidikan”

Ilmiati Ikhtiari Susamsa

2215121543

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI JAKARTA

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UNIVERSITAS NEGERI JAKARTA

January 2017

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh :

Nama : Ilmiati Ikhtiari Susamsa

No. Registrasi : 2215121543

Program studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

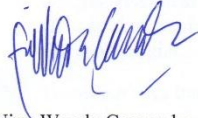
Fakultas : Bahasa dan Sastra Inggris

Judul Skripsi : **Students' Perception on Self-Esteem in Public Speaking Class of English Education Study Program: A Narrative Inquiry Case Study in Universitas Negeri Jakarta**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

DEWAN PENGUJI

Pembimbing I



Nina Wanda Cassandra, M.Pd.
NIP. 197806022005012002

Pembimbing II



Dr. Hanip Pujiati
NIP. 197205042001122001

Ketua Penguji




Dr. Sudarya Permana, M.Hum.
NIP. 197404032001121004

Penguji Ahli



Siti Wachidah, Ph.D
NIP. 195710041989032001

Jakarta, Februari 2017
Dekan Fakultas Bahasa dan Seni

Prof. Dr. Aceng Rahmat, M.Pd
NIP. 195712141990031001

LEMBAR PERNYATAAN

Yang bertandatangan dibawah ini:

Nama : Ilmiati Ikhtiari Susamsa

No.Reg : 2215121543

ProgramStudi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Judul Skripsi : Students' Perception on Self-Esteem in Public Speaking Class of English Education Study Program: A Narrative Inquiry Case Study in Universitas Negeri Jakarta

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NIM. 2215121543

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Nama : Ilmiati Ikhtiari Susamsa

No.Reg : 2215121543

ProgramStudi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Jenis Karya : Skripsi

Judul Skripsi : STUDENTS' PERCEPTION ON SELF-ESTEEM IN PUBLIC SPEAKING CLASS OF ENGLISH EDUCATION STUDY PROGRAM: A NARRATIVE INQUIRY CASE STUDY IN UNIVERSITAS NEGERI JAKARTA

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Yang menyatakan,

Ilmiati Ikhtiari Susamsa

NIM. 2215121543

ABSTRACT

Ilmiati Ikhtiari Susamsa. 2017. *Students' Perception on Self-Esteem in Public Speaking Class of English Education Study Program: A Narrative Inquiry Case Study in Universitas Negeri Jakarta.* A Skripsi. English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. January 2017

This research was aimed to investigate students' perception on self-esteem in public speaking class of English Education Study Program in Universitas Negeri Jakarta. 7 students who have taken the class was interviewed. These 7 students are from batch 2014. Narrative inquiry method is used to collect the data through 7 students' stories. The data were transcribed, thematized, verified, and reported. The findings showed that there are seven themes in public speaking stories told by students which are teacher's students' first expectation in Public Speaking class, students' perception on self-esteem, teacher's roles, students learning strategies, task, learning activities, and the constraints found in Public Speaking class, also the advices given by students.

Keywords: Self-Esteem, Public Speaking as a Subject Matter, Narrative Inquiry.

ABSTRAK

Ilmiati Ikhtiari Susamsa. 2017. *Students' Perception on Self-Esteem in Public Speaking Class of English Education Study Program: A Narrative Inquiry Case Study in Universitas Negeri Jakarta.* A Skripsi. English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. January 2017

Penelitian ini bertujuan untuk menginvestigasi persepsi mahasiswa terhadap rasa penghargaan diri sendiri di kelas *public speaking* di program study Pendidikan Bahasa Inggris, Universitas Negeri Jakarta. 7 mahasiswa yang sudah mengambil mata kuliah *Public Speaking* di interview. 7 mahasiswa ini adalah angkatan 2014. Penelitian naratif digunakan dalam pengumpulan data melalui cerita-cerita dari 7 mahasiswa. Cerita tersebut dianalisis dengan cara menuliskan hasil rekaman, membaginya menjadi beberapa tema, memverifikasinya, dan melaporkannya. Hasil dari penelitian menunjukkan bahwa ada tujuh tema dari cerita tentang kelas *Public Speaking* dari narasumber, yaitu ekspektasi pertama mahasiswa untuk kelas *Public Speaking*, pandangan mahasiswa akan rasa penghargaan diri sendiri, peranan guru, strategi belajar, tugas, kegiatan pembelajaran, strategi guru, dan masalah juga saran yang diberikan oleh guru dan mahasiswa.

Kata kunci: Rasa Penghargaan Diri Sendiri, *Public Speaking* Sebagai Mata Kuliah, Penelitian Melalui Naratif.

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Finally, yeay I have done in writing this skripsi. There are indeed many things need to be sacrificed in finishing my scriptsweet. Writing this acknowledgment reminds me on those days when I cried because I did not think that I could finish it, those nights when I have to stay awake because I have to finish my chapter 1, 2, 3, 4 or 5 and did not sleep at all until I met the night again because I have to teach in school, or those times when I have to say 'no' to my friends when they asked me to hang out with them.

I do not think that I can through those sad, tiring, and challenging moments without the supports from those people whom I love very much, always stay by my side, even when I hurt them by saying those mean words because I am too stressful at that time.

Here, I would like to say Alhamdulillah and thank you very much to Allah SWT, for making my way easier to finish this scriptsweet, for sending me those people whom I love so much, and from being there for me to share my sadness.

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Jakarta, 20 Januari 2017

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CHAPTER I

INTRODUCTION

This chapter covers some parts on introduction namely, background of the study, research question, purpose of the study, scope of the study, and significance of the study.

1.1 Background of the Study

As 21st century is being applied in every aspects in life, it also affects the educational system, in order to adjust with 21st century skill demands. There are some changes in the competences as the core of students needs following the changing of the demands in 21st century. One of the competences students need to have that is explained by The Asia Society and the U.S. council of Chief State School Officers is to be able to communicate ideas effectively, therefore, students can express or share their opinion in front of public, defend students' rights, or propose a new policy with diverse audiences (Saavedra and Opfer, 2012: 3-4)

In order to help student gaining the communication skill, public speaking can be learnt by student as it is believed to be an essential way in sharing thoughts or ideas publicly and of influencing other people (Lucas, 2009: 4-5). It aims to convey speakers' ideas, experiences, perceptions, and point of view about something (Hamm, 2005: 9). Hamm declares that in public speaking, verbal and nonverbal – attitude, action, and appearance - communication is used to express the true message to the audience.

Researches related to public speaking have been developed (Iftakhar, 2013; Kavaliauskienė, 2004) as it is believed to play a vital role in teaching public speaking. Kavaliauskienė (2004) investigated students' perception of speaking in public and factors that might be their weaknesses. Lynch, et.al. (2015) believe that both public speaking anxiety and social anxiety disorder have negative implication on students' oral performance. In order to help students in transition, achievement, success, and persistence, they suggest notion of constructive alignment between personal competencies and psychological distress. On the other hand, Iftakhar (2013) explored how far public speaking course is helpful in teaching speaking and what basic challenge teachers face in this course to 35 students from the Department of Law and Journalism.

As it can be seen, other researches mainly focus on students' perspective towards speaking in public, students' anxiety in public speaking, teachers difficulties in teaching public speaking, up to how helpful public speaking is for students. Meanwhile, this research will explore students' perspective on self-esteem in public speaking class in English Education Study Program of Universitas Negeri Jakarta.

Self-esteem, also known as self-respect, defines as "confidence as one's worth or abilities" (Oxford dictionary). Rubio (2007) states that self-esteem has an influence to student's effort in language learning. Common problem of why students do not want to speak in public is because they are afraid to make a mistake while speaking in front of public. Kavaliauskiene (2004) has proved that those problems that have been mentioned are the most possible weakness in students. He also adds up that lacks in vocabulary can also be one of that

reason. However, everyone need to have public speaking skill as it is can help them to inform or persuade other people about their thought or ideas, and fulfill the needs of 21st century demands. Therefore, students need self-esteem to overcome their stage fright.

Studies related to self-esteem area has been investigated (Naouel, 2015; Ismail and Majeed, 2011; and McNair, 2004) especially the relation between self-esteem and student's performance in class. Naouel (2015) studied the role of foreign language learners' self-esteem in enhancing their oral performance which shows a positive impacts of self-esteem to students' oral performance. Meanwhile, Ismail and Majeed (2011) inspected students' perception on self-esteem and teacher behavior (controlling or supportive). On the other hand, McNair (2004) explored the relationship between self-esteem and the perception of role models, emotional support, academic adjustment, and academic success. This study is also related to students' self-esteem and looking-glass self as the conceptual basis of the study.

While the studies of self-esteem mostly concentrate on the relationship between students' self-esteem and their performance in class, this study will focus on students' perception on self-esteem in public speaking class in English Education Study Program of UNJ. The aim of the study is intended to provide some new, basic information about students' perception towards self-esteem build in public speaking class in English Education Study Program of UNJ. Moreover, this study will use narrative inquiry as research methodology.

Narrative inquiry was firstly proposed by Clandinin and Connely (1990). They believe that educational experience should be studied narratively

(Clandinin and Connelly, 2000, p. 19) because people are believed as ‘storyteller’ who experience the world. The way humans experiencing and living the world whether as an individual or as a part of community is the concept of narrative. It also talks about how people dealing with time (Carr, 1986 retrieved from Webster, 2007, p.2). Moreover, it also defines as the construction and reconstruction of someone’s personal stories that lead into narrative inquiry (Webster, 2007, p.1).

Research regarding narrative inquiry has been conducted by researchers (Barkhuizen, 2008; Culver, 2012; and Cavendish, 2011). Barkhuizen covered up teacher’s teaching context in English teacher of a South African university postgraduate ELT course. The aim of this study is to investigate whether or not by using narrative inquiry to study teacher’s teaching context to help teacher in reflecting their way in teaching. Culver (2012) described how narrative inquiry, from the perspective of constructivist learning, socio-cultural and ecological theories, can be a tool to lift awareness, forming identity, and also developing essential language skills. On the other hand, Cavendish (2011) examined how international elementary educators approach cultural diversity in North America.

This study interviewed 7 English Education Study Program students from batch 2014 randomly chosen. The data, then, were analyzed by transcribing the interview, thematization, analyzing the narratives, verifying, and reporting. This study was conducted in the end of December until beginning of January. The place was customized depending on the interviewees schedule.

From this study, much can be learned from the impacts of public speaking class in students' self-esteem by using narrative. Through such studies, it is hoped to help teachers and student in reflecting their teaching and learning, and also related researcher in gaining new information about narrative inquiry and public speaking.

1.2 Research Question

The study is conducted into a research question of "How does Public Speaking class help students' in gaining self-esteem in English Education Study Program of Universitas Negeri Jakarta?"

1.3 Purpose of the Study

This study is carried out to investigate students' perception on self-esteem in public speaking class in English Education Study Program of Universitas Negeri Jakarta.

1.4 Scope of the Study

This study is concerned with the discovery of students' perception on self-esteem in public speaking class in English Education Study Program of UNJ. Randomly chosen participants from batch 2014 take part in this study.

1.5 Significance of the Study

This study is presumed to give knowledge to English Education students about narrative inquiry. It is also expected to help English students in reflecting themselves in practicing Public Speaking skills. Moreover, this study will be used as a source for advanced researched in pedagogy.

CHAPTER II

LITERATURE REVIEW

This chapter deals with theoretical part of related literature to research area which are the origin of public speaking, public speaking as a subject matter, profile of public speaking, self-esteem, narrative inquiry, and some previous studies. Profile of public speaking covers teacher's role and student's learning strategies. On the other hand, in narrative inquiry part describes narrative inquiry in language teaching and learning, potential benefit, and the framework. Further explanation will be discussed as the following:

2.1 The Origin of Public Speaking

Public speaking, known as *rhetoric*, was known before the ancient Greek. However, it was popular in the ancient Greek era because Greek were the first that systematized it in the rise of democracy. The art of public speaking now and the public speaking back then is different. Rhetoric was known to persuade people only. There was no media mass back then, so people used the traditional way in delivering rhetoric by discourse or face-to-face talk. Brett and Mckay (2010) divides the development of rhetoric to public speaking into four eras which are *rhetoric in Ancient Greece, Ancient Rome, Medieval Times and The Renaissance, and The Modern Day*.

Rhetoric in Ancient Greece was began in 5th century BC. Ancient Greek men were willingly pay the Sophists –a paid teacher of rhetoric- to teach the how to speak and debates. The most popular Sophist school were led by Gorgias and Isocrates. Here, people were taught to analyze poetry, define

part of speech, and instruction on argumentation style. However, later on in Ancient Greece the term of sophist changed into men who manipulates the truth. On the other hand, Aristotle and Plato use the term of rhetoric into “a faculty of observing in any given case the available means of persuasion”. Aristotle realized that the audience would not be impressed enough in following arguments based on scientific and logical principles, therefore, he taught his students not only telling truth, but also persuasive language and techniques in delivering rhetoric.

Two popular rhetoricians *in Ancient Rome* are Cierco and Quintilian. While the Greek used the spoken rhetoric, the Roman used the written rhetoric. Orators and writers in Ancient Rome relied more on stylistic flourishes, riveting stories, and compelling metaphors, also less in logical reasoning. Cicero, the first master rhetorician in Rome, wrote several treatises like *On Invention, On Oration, and Topics*. He emphasized more on the importance of liberal education. On the other hand, Quintilian, after finishing his study of rhetoric in Roman courts, opened his public school of rhetoric in Rome. He pledges much on his rhetorical education system written in a twelve-volume textbook with the title of ‘*Institutio Oratoria*’. He explained the Five Cannons of Rhetoric which are *inventio* (invention), *dispositio* (arrangement), *elocution* (style), *memoria* (memory), and *actio* (delivery).

Rhetoric in Medieval Times, also known as Middle Ages, and the *Renaissance* changed from the political discourse into religious discourse. Here, rhetoric is used by preachers to preach to the believers. Rhetoric itself

starts to be studied by student in France, Italy, and England universities. Later then, the study of rhetoric started to re-birth during the Renaissance period. People used the text by Cicero and Quintilian for course of the study. Here, new treatise and rhetoric books is produced by renaissance scholars. They focused on applying rhetorical skill in one's own vernacular as opposed to Latin or ancient Greek.

Rhetoric in the Modern Day is shifted back into political discourse. It is used as a weapon to spread liberty and freedom by political philosophers and revolutionists as rhetoric began to spread in Europe and America. In 19th century, it is began to be studied in entire departments of universities in Europe and America. Even, in 20th century, the development of mass media caused another shift in the study of rhetoric. Here, students not only have to master in written and spoken word, but also the visual arts as well.

2.2 Public Speaking as a Subject Matter

Public speaking is a compulsory subject in English Department of UNJ. Based on public speaking RPKPS (Rancangan Program dan Kegiatan Pembelajaran Semester), it explores language used in introductory and graduation speech texts, scientific presentations, and persuasive speeches on various topics. The objectives of this course are students can:

- Absorb and compose meaning in introductory and graduation speech texts, scientific presentations, and persuasive speeches
- Demonstrate the ability to deliver interesting expression, thesis, and argumentation

- Communicate variety of topics both in written and spoken English by using social function, speech structure, and language elements.

In brief, this course can help students to be able to deliver their ideas and thoughts by presenting analytical information based on research and data in written and spoken English.

In public speaking class of ED UNJ, students will ask to do introductory speech, impromptu, and informative speech about various topic based on their understanding and research.

2.3 Self-Esteem

Richards and Renandya (2002: 13) state that the true success of learning attainment in accomplishing the task is the factor of students' belief that they are competent to finish it. To be able to belief is the roots of actual attainment. Self-esteem, according to Rubio (2007: 5), is a "psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but still open to variation depending on personal circumstances".

Another definition of self-esteem comes from Coopersmith (1967: 4-5, in Brown 2007: 145). He defines self-esteem as:

The evaluation which individuals make and customarily maintain with regard, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is

expressed in the attitude that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

To put it briefly, self-esteem is more like how people value their own selves, how they appreciate themselves, how they appraise themselves, or how they can evaluate themselves and satisfy with themselves. Students who have high self-esteem may enjoy themselves in speaking out their ideas, whereas for those who have low self-esteem may find it difficult to speak, afraid, or unmotivated; at the end it will end their score mark.

Research found that students who have a high self-esteem will have a better academic record in school (Marsh, 1990 cited in Woolfolk, 2004: 73). Having a more positive behaviour, having a greater popularity, or achieving greater academic records be the sources of self-esteem. Furthermore, self-esteem may be a strength that comes from positive thinking (Lucas, 2009: 12).

According to Hoge, Smith, and Hanson (1990, cited in Woolfolk, 2004: 73) students' interest in the course, teacher's care, teacher's feedback and evaluation, or even the satisfaction feeling they have for themselves, affect their self-esteem in school. From this we can conclude that by getting students interest to the course, giving them feedback for what they lack in the course, or praising them more can be a way in raising students' self-esteem.

However, in the classroom, there might be students who have high self-esteem and also those who have low self-esteem. As what has been

mentioned before, that self-esteem play significant roles in raising students performance, so it would be better if the teacher help them raising their self-esteem.

Before that, teacher needs to know why students have low self-esteem, like what reasons make them feel that way. Lucas (2012) states that stage fright is the most possible thing that affect the students in speechmaking (P.9). Stage fright or what is called nervous is actually normal, since most of people feel it every time they have to speak in public. Some symptoms like palms are sweating, fast pounding heart, or butterflies fly on stomach feeling are normal (Lucas, 2009: 13).

Solutions to maintain the nervous or stage fright felt by speaker are proposed by researcher. Lucas (2009: 11-14) proposes some solutions like prepare, think positively, use the power of visualization (creating an image which you are successfully give the speech or presentation), know that most nervousness is not visible, and do not expect perfection.

Building students' self-esteem can also be done by language teacher. In the hope of raising students self-esteem, Rogers (1944, cited in Harmer, 2001: 74) recommends language teacher to incriminate the materials with students' personal life, get student to directly experience the learning, and enhance students' self-image.

2.3.1. Levels of Self-Esteem

Brown (2007: 145-146) draws three levels of self-esteem as the following:

2.3.1.a. Global Self-Esteem

First, *general or global self-esteem* which particularly face by mature adult. This often face by the adolescents. In this level, self-esteem only can be helped by active or extended therapy. It also does not easily change over time without the help of extended therapy. Here also one helps raising one's self worthiness through numbers of situations. Moreover, the level of this self-esteem is more like medium level.

2.3.1.b. Situational or Specific Self-Esteem

Second, *situational or specific self-esteem* involves self-appraisals in specific life situation, such as social interaction, work, education, home, intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility. The level of this self-esteem depends on how powerful the trait is.

2.3.1.c. Task Self-Esteem

Last is *task self-esteem* refers to self-esteem that comes from a certain task. It means self-esteem based on one's self-evaluation of a certain aspect of the process of subject learning. For example by conducting impromptu speech, students who like to speak spontaneously, raise their self-esteem.

2.4 Narrative Inquiry

2.3.1. Narrative Inquiry in Language Teaching and Learning

Narrative inquiry has taken an essential part in investigating language teaching and learning. It is an essential construction of

human experience because it has a holistic quality and takes significant role in many disciplines.

Clandinin and Connelly (1990: 3) mention that in order to perceive ourselves, as teachers, and students educationally, teacher needs to understand people with a narrative of life experience. It means that teacher needs to treat life's experiences as a circumstances in making meaning of school situation. Researches that use narrative inquiry as its method have been found in educational area event though it is claimed as the methodology. Clandinin and Connelly (1990: 3) specifically call this literature as "Teacher's stories or Stories of Teacher".

Gough (cited on Webster, 2007: 17)), one of educational researcher, supports narrative inquiry as the methodology in educational research. As he stated that since it is conducted by telling stories to learners, colleagues, and other researchers. Through stories, people can see what experience can do to people or what impact experience gives to those who experience it. Another appeal of narrative inquiry, people can see what really happened in an occasion without directly experience it.

Language education in a postmodern era is indicated by a more contemporary complex high-performance learning environments and systems. Webster (2007: 28) argues that in postmodern era, narrative inquiry is believed may be a proper methodology which can repeatedly

being informed and modified our views of the research approaches and consequent practices.

Carter (1993: 6) rests on the belief that stories can be a way in 'knowing and thinking' for people especially teachers to deal with the issues related to education. Although, many educational researches adopted narrative inquiry as its methodology, most of them are focused on teacher's stories. The use of narrative inquiry in Public Speaking class is rarely to be found rather than the use of narrative inquiry in teacher's development.

2.3.2. Potential Benefit from Narrative Inquiry

Narrative study contributes to the investigation of the individual's inner experience of human activity (Webster, 2007: 10). Yoder-Wise and Kowalski (2003) note down several benefits in using inquiry which are to look for recurring themes, consequences, lessons, vulnerability, building for future experience, and exploring other resources.

Barkhuizen, et al (2014:2) point out that through narrative inquiry, people can see and comprehend "the inner mental worlds" of language teachers and students. It also helps people in understanding the essence of language teaching and learning as social and educational activity. By implementing narrative study, social scientists can investigate into a broader social theorist in predicting human behavior.

Giddens (1991, in Barkhuizen: 2014: 2) adds up that narrative inquiry helps people to understand their own situations and activities in the world since they have to tell their own stories. Casey (1995:

215) notes down by investigating study through narrative, voices can be more heard even from marginalized group outside the academy.

In conclusion, the study of narrative focuses on how people interpret their experience from their perspective, so it is possible for people to understand or know a situation in which they do not need to directly experience it.

2.3.3. Framework of Narrative Inquiry

Narrative Inquiry provides captivating characteristics for researcher in understanding things from someone who directly experienced the event. This method which uses human centered approach also help teachers and learners in making a reflection of their teaching and learning.

To make it easier for researchers in understanding narrative study, Webster and Petrova (2007: 104-115) make a framework of it. Based on them, Study of narrative involves four basic elements namely research *processes*, *negotiations* that occur, *risks* that may be arise, and also *results* from preparation and auditing (P. 104).

Processes deals with *tools* which composes number of possible data-gathering instruments elected by researcher. *Criteria* deals with authenticity and truthfulness of the research. *Structure* deals with context and setting includes time, place, and event.

Negotiation compromises the importance of caring relationship built between the researcher and interviewee, also how to build it. In caring relationship, there are four elements need to be highlighted

which are community, collegiality, collaboration, and also value. On the other hand, in empowering the relationship, researcher need to focus on conforming, modelling, and also practice.

Risks consists of *intersubjectivity* which comes from the researcher itself, like the commitment of the whole study or his role of it. *Smoothing* deals with the movements to invoke a positive results. Intersubjectivity and smoothing are the constraints that have the biggest possibility of risk in doing narrative inquiry. Others risks maybe come from *extrinsic risk* like culture, operational context of the study, time, and also participants' state of mind. Last is **results** permits 'mind filter' in influencing the reporting process.

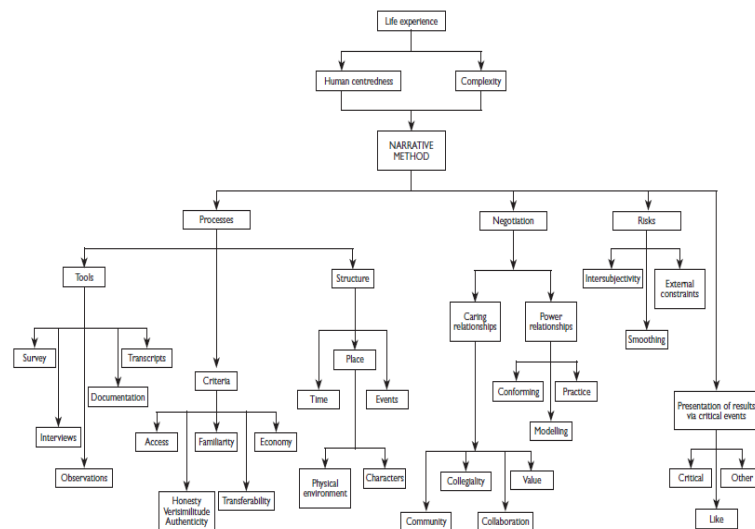


Figure 2.1 Framework for narrative inquiry research methodology

2.5 Previous Study

Some previous study related to public speaking and self-esteem will be reviewed here. Moreover, it will also overview study regarding narrative inquiry.

Studies related to public speaking have been developed by Kavaliauskiene, 2004, Lynch *et al.* (2015) and Iftakhar, 2013. Kavaliauskiene (2004) investigated the study of students' attitude to public speaking in a different themes. It also studied students' perspective of experiences obtain and weaknesses. This study used questionnaire as a tool to gather the data needed. Kavaliauskiene used 60 people 1st and 2nd years of Social Work Faculty in Mykolas Romeris University. He found that the reason why students do not like to prepare the presentation in public speaking class is because it takes a plenty of time; and the most difficult in preparing it are in selecting the information and memorizing the talk. Moreover, he points out three practice in teaching presentation to help students overcome their problems which are motivating students to deal with the anxiety, guiding students both in preparing and performing, and giving feedback after students' performance.

Iftakhar (2013) inspected public speaking outcomes in teaching speaking. He also looked into teachers' and students' perspective on public speaking course at Stamford University. Typical case sampling which adopt interviews, observation, and document analysis is used as the methodology. From this study, both teachers and students agreed that one of the problems faced by student to speak English in public because they are not usual with it. Besides, they are also lack in vocabulary and grammar, so it caused students lack in confidence. Here, teachers and students also agreed that public speaking can help students in overcoming their fears on stage. Moreover. Iftakhar suggests some solutions to conduct public speaking

activity. These suggestions are teacher needs to motivate students to talk a lot inside or outside the class, manage the large-class by dividing students into small group. He adds up that university need to moderate the policy to make a better English speaking environment.

Lynch, et.al. (2015) conducted investigation into public speaking anxiety and social anxiety disorder effects for students, transition, achievement, success, and retention in Australia. They used survey as the research methodology in collecting data. They found out that public speaking anxiety and social disorder anxiety have a negative impact in oral communication assessment. They suggest to applying constructive alignment, which defines students learning outcomes before teaching takes place, to help students with such condition. Also minimizing psychological distress that may appear by focusing on assessment and feedback practice.

Naouel (2015) investigated on the role of foreign language learners' self-esteem in enhancing their oral performance. This study intended to know whether or not the feeling of 'I am able to do anything' affects to students' oral performance in class. The study distributed questionnaire to 30 students and 10 English teachers in University of Costantine. It shows that there is a possitive relationship between students' self-esteem and their oral performance and lead to the levels of self-esteem. This study also suggests both the learner and teacher to pay more attention to self-esteem in speaking learning and teaching.

Another research comes from Ismail and Majeed (2011) who inspected the impact of students past academic records to their self esteem. They also

investigated students' perception on teacher's behaviors which are supportive or controlling teacher in Pakistan. This study used questionnaire as the research instruments. To measure students' self-esteem, the writers used Rosenberg Self-Esteem Scale. Here, students were handed 10 question and need to scale each question from 1 to 4. The students were also divided into two groups which are High Achiver Category (HAC) and Low Achiver Category (LAC). This group were divided based on their academic records. Findings shows that higher self-esteem are found in HAC and they thought that the teacher has supportive behaviour, whereas LAC thought that the teacher is more controlling than supportive.

McNair (2004), on the other hand, examined students' perception in the relation of self-esteem to emotional support, role models, and academic success on a community college campus. This research also used looking-glass self as the conceptual basis. Questionnaires were used as the data collection. The result shows that students' self-esteem would be higher if they had a live-in partner or role model, met with emotional support needed, and got effective support from their role model.

Barkhuizen (2008) made a contribution in language teaching by investigating teachers teaching context using narrative inquiry as its method. In order to investigate this issues, he worked with an English teacher of a South African university postgraduate ELT course. Here, he asked 100 students to write three personal stories about introductory story, process of becoming a language teacher, also the experience of becoming a teacher. Then, he built an opportunities in class to share his stories and also

their stories. He recorded everything during the sharing session. From this study, Barkhuizen found out that contextual exploration through narrative can help language teacher in reflecting their teaching and he suggests English teacher to do the same thing to make a meaning of their teaching.

Culver (2012) examined the application of narrative inquiry from the perspective of constructivist learning, socio-cultural and ecological theories. The aim of the study is to investigate narrative inquiry as a powerful tool to lift awareness, forming identity, and also developing essential language skills. The study concluded that narrative inquiry shows a strong motivational force and effective methodology in learning the four skills. Additionally, it also concluded that personal experience contributed a useful foundation and direction for more conscious living.

CHAPTER III

METHODOLOGY

This chapter will explain research method, instrument of the study, participants of the study, time and place of the study, data resources, and data analysis procedure. Further explanation will be presented below.

3.1 Research Method

This study was conducted by using narrative inquiry method as the research method. Narrative inquiry is a research method involving stories from people who experienced it. Webster (2007, p.1) defines narrative inquiry as a set in human stories in experiencing the world. By using narrative inquiry, researcher can investigate the way of how human experience the world through their stories. In teaching and learning language, narratives inquiry aims to perceive how teachers and learners – from their perspective- assemble and recognize their experiences and represent it into a stories (Firth and Wagner, 1977 cited in Barkhuizen, et al, 2004: 5). The main point of using narrative inquiry in research is it uses others' stories to understand the phenomena or occasion that happened from perspective of the one who experience it (Barkhuizen, et al, 2004: 2). Additionally, Clandinin and Connelly (2000: 19) also claim that experience happens narratively, thus, educational research could use narrative method to investigate the data.

The participants of the study are people who directly experience the situation. Following Lantolf and Pavlenko (2001: 145 cited in Barkhuize, et al, 2004), the participants are considered as people who actively capture the condition or situation of the occasion.

3.2 Instruments of Study

3.2.1 Interview

This research used interview as the instrument of the study. As in narrative inquiry, participants' perspective of the occasion is important, thus, interview technique is used as the instrument of the study. Kvlac and Brikman (2009: 1 cited in Barkhuize, et al, 2004: 17) declare that interview can be the most suitable way in accessing participants' thought.

Semi-structured interview was chosen to gather participants' stories. In semi-structured interview, the researcher prepares an interview guide or protocol. Pre-set question is prepared, but it usually open-ended questions, so the interviewee can be more flexible in answering the questions (Richards, 2003: 69 cited in Barkhuize, et al, 2004: 18). Furthermore, the researcher is allowed to ask follow-up question to clarify or elaborate the interviewees' answer.

3.3 Participants of The Study

The participants of the study are English Department students of batch 2014 who join Public Speaking class and also Public Speaking lecturer. 7 students from four classes are selected randomly in public speaking class are used as data sample.

3.4 Time and Place of The Study

The study was employed in English Department of UNJ outside classroom activities. It takes place on somewhere which make the participants enjoy and feel free to share their stories. A quiet place is chosen as the place to do the interview to provide a conducive and clear environment so that the interview feel relax to share their stories (Case, 2004 cited in Barkhuize, et al, 2004, p.30). This study also took almost a month to collect the data due to interviewees' schedule.

3.5 Data Resources

The data of this study are narratives of Public Speaking class in English Department students of batch 2014 of State University of Jakarta and public speaking lecturers.

The data resource are from 7 students of batch 2014 who have already joined public speaking class and directly experience learning in public speaking class.

3.6 Data Analysis Procedures

The data was analyzed by:

1. Transcribing

The data that have been gathered by the researcher was analyzed by transcribing it. Barkhuize, et al (2004, p.26) state that transcribing is a process of changing the oral speech into a written form. This study uses verbatim transcripts which means the non-standard utterances, repetitions, and informal speeches are included in the transcription. Verbatim transcription oftentimes occurs in oral interaction. It gives a natural feeling of the interaction between the interviewer and interviewee.

2. Thematization

Narrative inquiry is one of method in qualitative research. As thematic analysis is explored in detail in qualitative research (Barkhuize, et al (2004: 75), so this study will use thematic analysis in analyzing the data. It focuses on the content or what the participants say about the topic rather than how they say what they say (Barkhuizen, 2004: 75). Iterated reading and categorized the data is the process in analyzing the data.

3. Analyzing

Analysis of narrative will be used in this study. Polkinghorne (1995) uses the term as paradigmatic analysis or analysis of content. It means that the data consists of the content of the stories. This analysis provides a categorization which is linked to the concepts of the data. It needs an

abstract reasoning to construct the relationship between the categorization and the concept.

4. Verifying

To get the trustworthiness of the findings, the researcher use verifying as the forth stages. This means, after analyzing the data of the study, the researcher do some of interpretation of the data and preserve the interviewee by asking the interviewee to inspect the data which have been interpreted before printing it. Following Liu and Xu (2011: 591 cited from Barkhuizen, 2004) declare that keeping the trustworthiness of the report which has been made by the researcher, is done in the process of “re-storying” the data.

5. Reporting

The last stage of the data analysis process is reporting. This findings will be revealed in research text which Clandinin and and Conelly (1988: 170) claims to concern on the meaning and significance of the data. Thematic analysis is chosen as the form of reporting since Barkhuizen (2004: 105) argues that thematic analysis focuses on the content the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter shows findings and discussion of the research question of this inquiry which is *how does Public Speaking class help students' in gaining self-esteem?*

4.1 Data Description

The study analyzed students' perception on self-esteem in public speaking class in English Education Stud Program of UNJ. The data are the narratives revealed by 7 students. The data are collected through interviewing both lecturer and students, and asking them to verify the stories that have been interpreted. The researcher found that there are seven themes appeared from the participants' stories. These themes are student's self-esteem, lecturer's students' first expectation in Public Speaking class, lecturer's role, learning strategies, task, learning activities, and the constraints and advices found in Public Speaking class.

4.2 Findings

The collected narratives from 7 interviewees were analyzed using thematic analysis. It showed several themes that was found in the same pattern. These themes are **students' first expectation in Public Speaking class, students' perception on self-esteem in public speaking class, lecturer's roles, learning strategies, task, learning activities, students' self-esteem, and the constraints and advices found in Public Speaking class**. Further explanation about each theme can be seen as the following:

1) Students' first expectation before joining Public Speaking class.

When the researcher interviewed the students, they began their narratives as they shared their expectation whether it is on what they thought they would learn or their definition of public speaking. One of the students expected that the public speaking class would only talk about how to be MC (master ceremony), news anchor, and presenter. On the other hand, some students thought that they would only talk on how to speak in public. Another student thought that public speaking is only about oration. These assumption were shown from the result of the interview as the following:

Student 1

“Before I took the course, I *thought Public Speaking was all about presenting things in front of public*. Since I'm in English Education Study Programme, it's all about speaking in front of your students. It's more like *how we talk effectively*.”

Student 2

“Before I join public speaking class, public speaking for me *only means speaking in public*.”

Student 3

“Public speaking is a course and the point is it discuss about *how we improve our quality to speak in public*.”

Student 6

“In the very first time I heard about public speaking class, I thought *it would be like news anchor, then like presenter gitu-gitu, MC gitu kan*.”

Student 7

“Before I joined public speaking class, my perception about *public speaking was like an oration gitu aja*.”

However, after joining the class their perspective towards public speaking change. It turns out public speaking is not only how to speak in public, but also how to organize a meaningful structure of the speech itself and how to be confidence. One of the student also think that public speaking is about how to be persuasive in everything the speaker say or how to make perfect speech on both the content and the way speaker deliver the speech. While another students also change the aim of public speaking that it is not only about speaking in public, but more like how speaker can deliver his ideas, thoughts, or opinion. The point is in public speaking, the message is successfully delivered by the speaker to the audience.

Public speaking also can happen when student do presentation in classroom, so after joining this class one of the student get the point that they can also apply in other classes or even in a real life. On the other, another student from a different lecturer get a new perspective from public speaking, that it is not only about oration, but can be Mc-ing, presenting, or reporting the news.

Student 1

“But after the course started, I realized that *public speaking was all about being persuasive in everything you say*. You also thoroughly *need to be perfect*, verbally and physically. *From the look to the content*. A lot more thoughts and preparation need to be put into the process. Like talking in front of large amount of audience is not that easy, right?”

Student 2

“After join the class turns out that there are a lot of knowledge I got from it. For example, before you do the speech, a lot of things need to be thought *like the first one you have to make speech text*, but before that *you have to make the outline*, then *there is also the introduction to open the speech.*”

Student 5

“But after joining the public speaking class, I *learned how to speak in a better way, meaningful, and more structure gitu, how I can be more confidence, and how I can make my pronunciation better.* I got so many new experiences and learning here. Not only knowledge or theory itself, but *I did get an understanding how to move the body language, how to expose face expression, how to voice in a good intonation.* Furthermore, in joining this course, I got some advices regarding to the repairing pronunciation, the way how to show a good appearance, and a lot of materials about the great public speakers outside.”

Student 6

“... but when I joined the class, it seemed different gitu, public speaking in class is like oh it’s really speaking in public gitu in real life.

Bu Nina always pointed out that whatever topic we want to deliver, *the goal or the information can be understood by the audience.* Just like, we cannot speak carelessly gitu. There have to be the structure and *the message has to be delivered.* Truthfully, the informative speech is good because it really draws a real life of university students right? Because we do presentation like everyday kan, so Bu Nina hoped that *what we do in public speaking class can be applied in other classes or in our life.*

From this public speaking class, I *learned like which points need to put here or there, like which one is more important.*

And I applied it when I gave my opinion when I do a discussion.”

Student 7

“..., but after I joined the class I realize ohh there are many things related to public speaking. Just like what Gusti said *news anchor, and so on*. The point is public speaking is *when you speak in front of public gitu ya, like giving a speech in a seminar* and so on ohh that is also called public speaking.”

2) Students' Perception on Self-Esteem in Public Speaking Class

To be able to speak in public, speakers need to have self-esteem in order to overcome their stage fright. The 7 interviewee admitted that self-esteem play a big role in helping them to speak in public. Through the role of the lecturer given to them, fortunately, they feel it encouraged their self-esteem. Through the activities and task conducted by the lecturer, most of them agreed that these are the factors that inspire them to be better speaker than they used to be.

Student 4

“She said whatever we know, just say it. *Just try to tell people about our ideas with speaking. In short, she really try to make us be more confidence in speaking.*

What Bu Nina gave to us in class, *it actually really helps us in building up our confidence*. Ya kan for the first one, *she demanded us to be more active to speak in class, that is automatically help us in building up ourselves, pushing ourselves to be more like ‘wah, I have to be more active to speak in class nih’*. Then the second one *from the resources,*

as you know, I really get so much information and knowledge.”

During the process of the learning public speaking, in every practice and speech test they showed in front of the class, the lecturer always gave them feedback, so that they can improve their ability to speak in public. Whether it is their idea, their body language, or even their pronunciation, the lecturer would correct it. These feedback, according to the interviewees, help them a lot in gaining their self-esteem. Even though, sometimes the lecturer gave them such bitter feedbacks, but they thought that these are the reason why they can be as confidence as today.

Not only because of the role of the lecturer, but also through the sources the lecturer facilitate them like e-books, script text, and videos play a big role in getting and raising their self-esteem.

Student 2

“What Bu Nina taught me in class, it helps me a lot to build up my self-esteem and also my skill in public speaking. She was like support us from behind gitu loh kak by giving us the videos, so that we have more reference, like asking us to practicing our speech in front of the class and our friends give their feedbacks.”

Student 4

“The good points of this public speaking class is Bu Nina gave us a lot of valid resources and the speakers are very competent in their area lah to make myself be more motivated.

The second one is she gave us sources from Youtube, for example like Ted X gitu and I think it's really inspiring for me. *And when she showed the video, it's like, "Oh this is the way how to speak in public, these are the techniques, these are the situation when you speak in public,"* and I can be for what I am today is because I follow her suggestion, somebody's way how he can be so fluent to speak in public."

Student 4

"Because of the lecturer itself, and since she often gave us feedbacks, that was make me be more motivated."

Student 5

"Alhamdulillah every time I performed, my friends support me, it makes me more confidence to speak in front of them, also Alhamdulillah so far every time I gave my speech and performance, Bu Nina always gave me helpful feedbacks. Her feedbacks also build up my confidence, even though just like what I said kan, she likes to give the feedback boldly and so frontal, but ya it's really helpful like when she said, "oh you need to interlude here, you miss something here, oh you need to be better, if the theme is like this you need to give an introduction like this, if the points are to basic you need to be more high standard," because she is a perfectionist kind of lecturer ya, so her students are demanded to give their best performance gitu, kak"

In one of the seminar held by 14DC, the lecturer even presented one of alumnae that believed to be the success student in public speaking class. Because of the present of this alumnae, one of the interviewee acknowledged that it raised his self-esteem and

spirit to be better than he used to be. He said that if the alumnae can be better in public speaking, why cannot he?

Student 4

“So, truthfully, *it motivates me to have the ability like that speaker*. Just like on the D-day of seminar, without telling us, *she really showed us the role model* which is not only in video, but physically, *she brought us Deri-my senior in ED*. it also motivates me to be better. *If Deri can do it, why cannot I?*”

Unfortunately, one of the interviewee shared that the lecturer do have the intention to build up students’ self-esteem, but it turned out they did not feel motivated at all, even they became lazy to come to the class. It happened because the lecturer like to give a bitter comment to them, so they felt like they were not appreciated for what they do.

Student 3

“From what I see, it needs a personal approach between us and Bu Nina. Just like when my friends performed and delivered their material, she gave the feedback based on the way of delivering the material subjectively, not like what you have to do si to deliver it objectively. *I think this class is supposed to motivate the students* more so that we can have such spirit in learning. From what I see si, she has the intention to motivate us or build our self-esteem up, but it

failed kak. *I personally did not feel like this class help me in building my self-esteem.*”

3) Lecturer’s Role

From the 8 interviewees, both lecturer and students, agreed that the lecturer fulfilled the roles as facilitator. The lecturer facilitated the students to have the ability to speak in public by providing the students with several sources. These sources are the compilation book that contains the example of the script speech and videos that show how to deliver the content to public. The lecturer also used the e-book from Lucas to give a more understanding for her students. Moreover, the lecturers facilitate the students by giving consultation time inside or outside the classroom.

Student 1

“We also have the very authentic source of public speaking like commencement speech from Steve Job, Oprah, and also informative speeches from Bill Gates, and Mckaldy, and Bolloto. *The materials mostly videos and some of them are written.*”

Student 3

“*She provided us with e-book of the art of public speaking, videos gitu kak.*”

Student 4

“Oh yeah... she also *open up if we want to consult*, for example if anyone want to ask regarding the class we can just ask her in the lecturers office.”

Student 6

“*Even in the compilation book that she made, most of the contents are the speech scripts of the speakers. So, we were like watched the videos, then analyzed it.*”

The lecturer also fulfilled the role as feedback provider. It is showed on how she evaluates her students by giving feedback to make students aware in what aspect their weaknesses are or which parts they need to develop.

Student 4

“But there was also time when *she acted as uh.. what do you call that an advisor or feedback provider gitu lah*. For example em... we were asked to make a speech ya, informative speech, but ya then she asked us to perform in the front class, then *she gave us feedbacks*. But, she gave us feedback through the students first, for example you were asked about si A performance, after everyone has gotten their feedback, she would conclude our performance and give feedbacks of it.”

Student 5

“*She evaluated us every time we have finished the speech like we should be like this and that, like for example “oh in this class, many of you still lack in pronunciation ih, lack in confidence”*. *She gave general suggestions* to us like this and that for everyone in class, also the good points and the weaknesses of the speakers.”

The lecturer, not only the roles of facilitator and feedback provider, but also managed the role as prompter, as Harmer (2001: 275-276) said it is mainly found in speaking class. From the interview, the students revealed that the teacher also give them

trigger to motivate and raise their self-esteem, and turns out this role affects their self-esteem. She also presented role model in public speaking like Oprah or even one of her former students in her public speaking class.

Student 4

“What Bu Nina gave to us in class, it actually really helps us in building up our confidence ... Then the second one from the resources, as you know, I really get so much information and knowledge. So, truthfully, *it motivates me to have the ability like that speaker*. Just like on the D-day of seminar, without telling us, *she really showed us the role model which is not only in video, but physically*, she brought us Deri-my senior in ED. it also motivates me to be better. If Deri can do it, why cannot I?”

Student 6

“Bu Nina motivates us from the speaker gitu, for example when we watched Oprah’s speech, *she also explained to use Oprah’s background like who is Oprah and how her life used to be.*”

Moreover, based on the students’ perspectives, their lecturers fulfill the role as the change agent. They explained that their teacher change their perspective that in public speaking, sometimes they do not have to consider the culture like using the words ‘*Assalamualaikum*’ to open the speech.

Student 6

“*Bu Nina also like a change agent for me because she like to share her experiences* gitu kan when I was abroad I’d be like this and that. Then the speech is not like in Indonesia which

is like this and that, so she likes open our mind that the speech doesn't always need to be like what Indonesian people do. *She likes to tell us repeatedly like when you open your speech you don't always need to say Assalamuailakum gitu.*"

4) Learning Strategies

For the learning strategies, all the interviewees agreed that practicing on how they deliver their speech, like body language, gesture, as their learning strategies. They practiced their speech as if they were on stage, so it also helps them in overcoming their nervousness. One of them, use debating competition to train himself in organizing the text speech and also the way he delivered the speech.

Student 1

"So my strategies is all about debating. Like debating is like another form of speaking right and debating is persuasive, then public speaking is persuasive. Debating is analytical, then public speaking is analytical and you have to prove something evidence, so, I guess my strategies is like I do debate well I do the public speaking and that's the strategy like the ultimate strategy. Debating is helping me."

Student 2

"I'm a well-prepared kind of student, I join organization uh.. to train my self-esteem. I also like to speak by myself while walking by myself, bringing my text, and practicing my gesture and body language, so that I can more comprehending the content of the speech. I also used the count time, so that I can presume my time like how long do I

speech. I also used memorizing my speech. I, sometimes, like to forget my speech, so while practicing, I made some possibilities what I should do if I forget my text. I don't really use like practicing in front of the mirror or recording it."

Not only practicing by themselves, one of them also did practice in front of his friends and asked for their feedback in order to evaluate himself in which part he needs to improve or to know his weaknesses in delivering the speech.

Student 3

"Practicing for myself is a must for me because I have to know first whom I'm going to talk to and what topic I will discuss. In my public speaking cases, *I asked my friends to give some feedbacks on my performance.* The first thing, I will show them my script and my topic. I'll ask them to read first, then I perform in front of them. Then, I'll ask for their feedbacks."

On the other hand, several students revealed, like what Oxford (1990, in Richards and Renandya, 2002: 121-122) describes, they are more like cognitive by means paying attention to the material itself, understanding the theory, analyzing the whole material including the strength and the weakness, finding the difference and similarities between one example and another, doing more practice and practice, and asking feedback toward my performance to others; or metacognitive which means planning the speech, imagining they are performing the speech, and memorizing the script text.

Student 5

“My learning strategies in public speaking class was *paying attention to the material itself, understanding the theory, analyzing the whole material including the strength and the weakness, finding the difference and similarities between one example and another, and lastly doing more practice and practice. Also asking feedback toward my performance to others (family or friends) before performing or before the lecturer assessing my performance.*”

Student 6

“*I think I’m used the metacognitive as learning strategy. I planned it first. Even when I plan it, I imagine it gitu. Like how I walk in the stage, what words would I say, how my facial expression. Then I practiced by myself.*”

Student 7

“*I’m more like metacognitive si in public speaking because I already accustomed to speak in public so it’s more like memorize it aja si kak. I don’t do like practicing in front of mirror, but I recorded it and heard it the whole day and give my own feedback.*”

One of them also thought that by mastering his content is the most important strategy for himself. Because as he said that by mastering the content, it can help him in understanding the ideas, so

he can reduce the possibility when he did the speech and forget what to say.

Student 4

For myself, my learning strategies is practicing in front of the mirror si, but still the first one is I have to master my speech, the materials, by reading a lot. If you read a lot kan, you can know what you are going to say. If we lack in uh.. what do you call it uh.. lack in reading, ya it will be difficult for us to speak in public. The point is ya itu read a lot, master the content of your speech, and a lot of practice in front of the mirror so that you can see like oh... so this is it.

5) Task

8 interviewees admitted that during the process of learning public speaking, there are three tasks which are self-introductory speech, impromptu speech, and informative which presented in seminar. The first task the lecturer asked to students is self-introductory. Here, the lecturer asked them to bring a thing that represent themselves, so they can introduce themselves from the thing they brought.

Student 7

“For the task, she gave us *self-introductory speech, informative speech, and impromptu speech.*”

Before asking them to make the speech, the lecturer usually start with telling them the concept map on what needs to do before they do the speech like telling them what is self-introductory speech; informative speech; and persuasive speech, how to organize the

script text first or how to link between main point 1 to another. After that she gave videos related to public speaking from experts like Steve Jobs, Oprah, Bolloto, Mckaldy, or Sudewo Sutejo. While showing them the video, she pointed out the way the experts delivering their speech like the body language, gestures, eye contact, hand movements, and ice breaking. Moreover, she also pointed out on how these experts use visual aids in their speech.

Student 5

“When she taught us for the first time, she gave us the title first, like the introductory speech kan. She gave the book and that book gives explanation what is introductory speech, then she explained it to us from what the book said.

After explaining the aim and the definition, she gave us one of the videos about introductory speech from the expert who has been popular. From the video, we were asked to analyze the video, and give our feedback or comment the video either the pronunciation, the idea, what is being talked about, then how he delivers it kan. Nah, from making the video analysis, after giving our feedback, the next meeting we were asked to make a speech from what we have watched.”

However, in another class she did not asked the students to introduce themselves, instead she let them chose whether they want to introduce themselves or their friends. Most of them chose to

introduce their friends because they were afraid it would sound narcissistic to introduce themselves.

Student 7

“The first one is self-introductory. Before we perform, Bu Nina gave us the videos related to public speaking and also the example of scripts gitu. We were asked to analyze the techniques, the structure. After we were asked to make the text and we can choose whether we want to introduce ourselves or friend kayak gitu. And most of us, because my classmate were afraid to be seen narcissistic gitu ya, most of us chose to introduce friends. But actually Bu Nina wants us to introduce ourselves because when we introduce ourselves, we were like showing the good sides only gitu ya. And in the end it became like ‘telling their story gitu, telling people like “Thank you for being my friend”, so it was not related at all gitu.”

For the impromptu speech, the lecturer did not do the same procedure like the other tasks. Instead, she do the task first like giving them the cue cards consist of topics students need to present in class, giving them 7 minutes to make the script text or the points they want to deliver, after that she called them randomly to present their speech. When everyone has presented their speech, she gave them general feedback and telling them that what they have done is

called impromptu speech. Afterwards, she gave further explanation on what impromptu speech is.

Student 1

“Impromptu speech. It is very challenging because *you only given five minutes*, if I’m not mistaken, yeah and it’s like in a very short of time we have *to make such a speech such a five minutes long speech.*”

Student 3

“For the impromptu speech, the technique was *Bu Nina on the day before did not explain to us that we were going to do impromptu speech. Then, we were asked to take uh... a piece of paper gitu, then we were asked to open it and there would be written the topic that we were going to present in front of class. We were given ten minutes for the preparation the impromptu speech, then we performed it one by one*, without any text of course. Bu Nina did not assess our script, so we were only asked to perform, all of us. Who will be the first performer would be chosen by Bu Nina, she called us by our name. She limits our time to perform, not long enough lah kak, so that everyone got a chance to perform.”

Several students also stated that they have to do persuasive speech in class and make a booklet contains all their speech scripts.

Student 1

“*The last thing is the booklet*, because public speaking is not only about talking and speaking we have also have to make

the booklet of it which is some kind of exhausting you know hahaha.”

Student 4

“The first one is introductory speech, informative speech, *and persuasive speech.*”

6) Learning Activities

Based on the interviewees the learning activities conducted by the lecturer were mostly analyzing videos and script text related to public speaking. Videos of Ted Talk, Oprah, Steve Jobs, and so on were used and analyzed by the students. So, they have to listen and watch how the speakers deliver their ideas or thoughts.

Student 1

“We also have the very authentic source of public speaking like commencement speech from Steve Job, Oprah, and also informative speeches from Bill Gates, and Mckaldy, and Bolloto.”

In this course, group of work was also tried to apply. When the students were asked to analyze the videos or script text, they were divided into several group to ease them analyzing the sources and use the time effectively. For example, the group one need to analyze how the speaker introduce the topic, while the group two have to analyze the main body.

Student 1

“Miss Nina also formed groups when we deliver informative speech because there are actually several elements in

informative speech. For example, we are separated into two groups, then, the group one 'you have to find out introduction, and how the speaker introduce the introduction, and what aspects in the introduction'. And the group two 'You go to the main body'. And the group three 'you go to transitional word'. Group four 'you go to summary'. She used the group works for analyzing the content of the speech not to make the speech because it's impossible right to make a speech from those very diverse minds in a group work, right?"

7) Constraints and Advices

When the story told by the interviewee got deep, it came to the constraints they faced during the public speaking class. Several of them thought that the constraints they faced were mostly on how the lecturer gave feedbacks to them. They do agree that the bitter comment the lecturer gave them, made them want to be better in both practicing and the test in public speaking class, but they thought that it would be better if the lecturer gave them not such a bitter comment like she gave them. These assumption came as they watch their classroom environment. As they told the researcher, most of their classmates became hurt and unmotivated to come to the class. They think that it would be better if the lecturer gave them more appreciation before giving them a bitter comment. They thought this appreciation means she appreciate for their braveness. One of the

interviewee even took an example on how another lecture respond on their question.

Student 3

“At first they thought it would be fun to be taught by Bu Nina because we haven’t gotten Bu Nina’s class yet, and we have only taught by her in this public speaking class. At first, I was so exciting because Bu Nina is a type of enjoy, expressive of person, but when her mood is changed, so does her way in teaching. For example, *a friend of mine was asked about her opinion about the video we have watched, but after she gave her opinion, Bu Nina pointed out that her opinion was wrong and it made her mental down.* She has put an effort to give her opinion, so why Bu Nina did not appreciate it?

Just like what Mr. Johnton once did in my class. He was being substitute lecturer in Bu Hanip’s class. He taught us about discourse analysis gitu and his teaching style was very good and fun. It triggered us to speak more. *So every time we gave our opinion, he would give a compliment to us like “oh that’s a good question”, even though we ask such a silly question gitu loh or even though our grammar is wrong.”*

Based on the interviewee, the lecturer gave students feedback on their technique when they delivered the speech. He thinks that there is no dealing process between his idea and the lecturer idea. Instead of correcting student technique, he thinks that the lecturer needs to correct student idea or content more.

Student 1

“I guess Miss Nina only suggest us from the beginning, for example when I took the content of debating, okay debating is good then I should say okay debating is good then you must be like this, but then when I made it oh yeah this is the thing that I want, *so there is no such what is it dealing process between my ideas and her ideas* did you get it? And she doesn't like do evaluate it, I guess so. So, in evaluating the techniques it's very good that she evaluate our techniques, but not in our content perfectly that's what I meant okay.

Another constraints come from the source provided by the lecturer. One of the student said that they do think that the speakers from the overseas are best and help him in learning public speaking, but he thought that because he is an EFL (English as a Foreign Language) learner, it might be difficult to understand the way the native speaker speaking. He suggests that the lecturer gave them more on Indonesian speakers, so that they can give the speech in Indonesian style.

Student 1

“The lecture sometimes do not give us such example of our people speaking in a good public speaking way. So they are different as I told you before EFL and those native speaker right, so the thing that of course we have to have our own reference on native speaker, but to do it in EFL way might have some tricks and cheats differently from the native speaker speaking. So, I guess just the lack of it and I guess I hope that could give some speech maybe in front of the classroom. Maybe that must be good.”

Several interviewees think that the lecturer need to give them further explanation in every subject of public speaking course. He admitted that as a university study indeed he needs to read a lot to get knowing the subject in detail, but still he thinks that without lecturer's guidance students would miss something in transferring the knowledge.

Student 4

“Then also for the weaknesses of the class is *we were really pushed to practice, but Bu Nina was actually rarely giving us the theories of public speaking in details* gitu loh. We were indeed demanded to read a lot si truthfully, but... but for ourselves, reading without some guidance did not work out.”

Moreover, one of the interviewee also shared his difficulty in doing impromptu speech. He thinks that the topics in impromptu speech are too narrowed or too specific. He shared that his friends found the topic unfamiliar and ended up delivering the topic without any background information. He hopes that for the next public speaking class, the lecturer will bring general topics for impromptu speech. Because in impromptu speech, they do not have much time in finding out about the topic, so it would be easier for students to get familiar topics.

Student 3

“*Bu Nina gave us too narrow topic*, it is like the topic might be unfamiliar for some students, not a general topics. It was too specific, for example there was a students who were

asked to explain about computer or the abbreviation of an disease and they have no idea about the topic, then he did not what need to be explained.”

The last constraints faced by student was the seminar. He thinks that the seminar held by their class did not look like the real seminar. He thinks that it was the same like what they need to do in other tasks. The different is only the audience get bigger. He thinks that in the seminar there should be a key speaker for the topic or at least the atmosphere should be like the real seminar, so that it can raise their spirit and also self-esteem.

Student 3

“For the seminar, I personally think ya there would be uh... one of the... what it’s like uh... the key speaker, wouldn’t it? There would also informant and so on. *Nah, yesterday, it was like the other tasks we have done before in class.* What makes it different was only who comes. The audience were our friends. Maybe we’d better not to call it seminar kali ya. I think if it is really seminar try to make a real seminar. Maybe it needs more investigation ya about the seminar, on how you want to conduct the seminar because what we did was not different with what we have done when we did impromptu speech or informative speech. It was just the audience was much more than in class. The technique itself was not much different ko kak. For example, MC (master of ceremony) gave welcome speech just for the formality only. I did not feel the difference gitu that this was a real seminar. It cannot make more confidence.”

4.3 Discussion

From the analyzation of 7 stories about public speaking class, this research found that the profile of public speaking deals with seven themes during the process of public speaking class. These themes focus on several aspects, especially on students' perspection on self-esteem gained in public speaking class

Based on the findings mentioned before, students' perspection to public speaking is it helped them in rasing their self-esteem to be more braver to speak in public. The lecturer raised students' self-esteem by giving them feedback in which parts the lecturer thought students need to improve. This finding is in line with Hoge, Smith, and Hanson (1990, cited in Woolfolk, 2004: 73) who mentioned teacher's feedback as one of the strategies to raise students' self-esteem.

Besides teacher's feedback, through presenting role model from public speaker like Oprah, Steve Jobs, Ted, or even the alumnae that the lecture invited, is also agreed to help them raising their self-esteem.

The narratives of the seven students are in line with Brown's argument (2004) on level of self-esteem. From the findings, it can be highlited that 4 students are on task self-esteem level. Through the task that the lecturer conducted, they practiced more and challenged them to share their ideas and thought more and more in public.

On the other hand, 3 students shows that they were more to situational self-esteem. Here, their self-esteem came from communicative

ability they have from their club and organization in university. Unlike the task, they thought that their flexibility in speaking, because they are more usual in delivering their ideas, play a big role in raising their self-esteem.

From these discussion, it can be concludes that there are seven patterns found in public speaking class regarding students' perception on self-esteem in public speaking class. These patterns are the interviewees' expectation on public speaking class, the understanding of public speaking after joining the class, lecturer's role, learning strategies, task, learning activities, students' self-esteem, and also constraints and advice given by the interviewee. The stories of public speaking class told by the interviewees capture the development of self-esteem during the learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter cover the conclusion of this study based on the findings of the study. It also deals with the recommendation for conducting public speaking class based on students' and the writer's suggestion.

5.1. Conclusion

Derive from the findings and discussion in the previous chapter, the students' perception on self-esteem in public speaking class in English Education Study Program in Universitas Negeri Jakarta can be found in lecturer's roles, task, and learning activities. In this class, the lecturers raised their self-esteem by giving them appropriate feedback on their lack in delivering the speech.

More than that, this study is also in line with McNair (2004) findings that by supporting their emotional support needed through feedback, and presenting role model affects their self-esteem. Six students are agreed self-esteem is definetly help them to be more adjust in public speaking class.

5.2. Suggestion

After conducting the interview with English Department's students, batch 2014, it can be concluded that the suggestion for Public Speaking class in English Education Study Program of UNJ are more on teacher's role. For instance, students hope that the teacher will be more considerate to students' ability in both thinking and language skill, condition, and

situation. They also hope the teacher to be more motivated by giving appreciation, giving sources from Indonesian speakers, practicing her own speech, giving a more detail explanation of each materials.

For the next public speaking class' students, the writer suggest them to be more active to speak English in the classroom, prepare the reading before coming to class or read and watch the sources given, to minimize the possibility of lack in self-esteem and lack in language.

The researcher also suggest the future researcher to not only use interview, but also use diary of the participant as the instrument of the study to minimize the possibility for students in reconstructing the stories of public speaking. Moreover, research on self-efficacy are also hoped to be studied for the future research.

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**RENCANA PEMBELAJARAN SEMESTER
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI JAKARTA**

MATA KULIAH : **Public Speaking**
KODE SEKSI :
SEMESTER : **4 /GENAP 104**
SKS : **3**
NAMA DOSEN PENGAMPU : **Nina Wanda Cassandra,M.Pd.**
Dr. Siti Drivoka, M.Pd.

1. Deskripsi Mata Kuliah

Public Speaking merupakan mata kuliah keterampilan wajib pada prodi Pendidikan Bahasa Inggris yang mengeksplorasi penggunaan bahasa Inggris dalam teks-teks pidato perkenalan dan wisuda, presentasi ilmiah dan pidato persuasi tentang berbagai topik melalui kebiasaan (1) menangkap dan menyusun makna dalam pidato perkenalan dan wisuda, presentasi ilmiah dan pidato persuasi yang bersumber dari antara lain pidato perkenalan, presentasi ilmiah dengan mengemukakan ungkapan menarik perhatian pendengar, tesis dan argumentasi dan pidato persuasi dengan mengemukakan posisi dalam suatu kasus berdasarkan bukti dan data, (2) mengkomunikasikannya dalam bentuk lisan dan tulis dengan menggunakan fungsi sosial, struktur pidato dan unsur kebahasaan yang runtut dan logis sesuai konteks.

2. Tujuan Pembelajaran

Mahasiswa memiliki keterampilan menangkap dan menyusun makna dalam teks-teks pidato perkenalan dan wisuda, presentasi ilmiah, serta pidato persuasi dengan mengungkapkan ungkapan menarik perhatian pendengar, tesis dan argumentasi serta mengkomunikasikannya dalam bentuk lisan dan tulis dengan menggunakan fungsi sosial, struktur pidato dan unsur kebahasaan yang runtut dan logis sesuai konteks.

3. Hasil Pembelajaran

Mahasiswa mempresentasikan informasi secara analitis dengan mengemukakan ungkapan menarik perhatian pendengar, tesis dan argumentasi serta pemikiran secara persuasif dengan mengemukakan berdasarkan bukti dan data, dalam bentuk presentasi ilmiah lisan dan tulis secara runtut dan logis dengan unsur kebahasaan sesuai dengan konteks.

4. Sub-Tujuan Pembelajaran

- Mahasiswa menghasilkan simpulan dan penjelasan tentang *Public Speaking*: Sejarah *Public Speaking* dan Prinsip-prinsip berbicara dihadapan publik: Struktur dan Cara Penyampaian dalam fungsinya untuk pengembangan ilmu
- Mahasiswa membandingkan, memberi atribut, menjelaskan dan mengimplementasikan pidato perkenalan pada aspek fungsi sosial, struktur teks, dan unsur kebahasaan, dalam bentuk presentasi lisan dan tulis, secara runtut dengan unsur kebahasaan sesuai konteks

- Mahasiswa membandingkan, memberi atribut, menjelaskan dan mengimplementasikan presentasi ilmiah pada aspek fungsi sosial, struktur teks, dan unsur kebahasaan, dalam bentuk presentasi lisan dan tulis, secara runtut dengan unsur kebahasaan sesuai konteks
- Mahasiswa membandingkan, memberi atribut, menjelaskan dan mengkritisi pidato persuasi pada aspek fungsi sosial, struktur teks, dan unsur kebahasaan, dalam bentuk presentasi lisan dan tulis, secara runtut dengan unsur kebahasaan sesuai konteks

5. Bahan Kajian

- Rencana Pembelajaran Semester dan Sumber Rujukan
- Teori Public Speaking: Sejarah Public Speaking; Konsep Retorika zaman Yunani Kuno dan terkini; Pentingnya Belajar Public Speaking; Proses Komunikasi Publik; Perbedaan Public Speaking dan percakapan; Prinsip-prinsip berbicara di hadapan publik: Struktur Pidato dan Teknik Penyampaian, Struktur Pidato: *Attention grabber, Reveal the topic, Establish credibility and goodwill, Preview main points; Selecting main points; Conclusion: Signal and Reinforce the central ideas; Connectives: transitions, internal previews, internal summaries, signposts*; Teknik Penyampaian: teknik membaca lantang dari naskah, menghafal, teknik *impromptu*, teknik *speaking extemporaneously*; *volume, pitch, rate, pauses, vocal variety, pronunciation, articulation, dialect*; Bahasa Tubuh: Penampilan Personal, Gerakan, *Gestures*, Kontak Mata
- Pidato Perkenalan
- Pidato Wisuda
- Presentasi Ilmiah
- Pidato Persuasi

6. Metode Pembelajaran

- Eksplorasi (*attention, observation, building knowledge of the field, problem solving*)
- Elaborasi (*analysing, questioning, retention, deconstruction, problem solving*)
- Konfirmasi (*association, eksperimen, joint construction, independent construction, problem solving*)
- Refleksi (*communication, self evaluation, peer evaluation*)

7. Kriteria, Indikator dan Bobot Penilaian

- a. Kualitas Presentasi dan Rangkuman:
 - Ketepatan isi (bobot: 50%)
 - Penggunaan bahasa Inggris (bobot: 50%)
- b. Bentuk:

Lisan berupa pidato perkenalan dan presentasi ilmiah dengan bobot masing-masing 20% dan 50% dari nilai akhir.

Tulisan berupa rangkuman fungsi sosial, struktur teks dan unsur kebahasaan pada pidato perkenalan dan presentasi ilmiah, dan analisis kritis pada pidato persuasi masing-masing 10% dari nilai akhir .
- c. Skema penilaian:

Tingkat Penguasaan	Nilai	Bobot	Predikat
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Tingkat Penguasaan	Nilai	Bobot	Predikat
80 – 100%	A	4	Baik Sekali
70 – 79%	B	3	Baik
60 – 69%	C	2	Cukup
55 – 59%	D	1	Kurang
< 55%	E	0	Kurang Sekali

8. Tugas (Pengalaman Belajar)

- Buat rangkuman atau poster atau tips dari hasil membandingkan dan memberi atribut dari pidato perkenalan dan wisuda dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan yang runtut dan sesuai konteks.
- Rencanakan dan tampilkan Pidato perkenalan dengan mengimplementasikan fungsi sosial, struktur teks dan unsur kebahasaan yang runtut dan sesuai konteks.
- Buat rangkuman atau poster atau tips dari hasil membandingkan dan memberi atribut dari *presentasi ilmiah* dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan yang runtut dan sesuai konteks.
- Rencanakan dan tampilkan presentasi ilmiah dengan mengimplementasikan fungsi sosial, struktur teks dan unsur kebahasaan yang runtut dan sesuai konteks.
- Buat rangkuman atau poster atau tips dari hasil membandingkan dan memberi atribut dari pidato persuasi dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan yang runtut dan sesuai konteks.
- Buat analisis kritis terhadap pidato persuasi dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan yang runtut dan sesuai konteks.
- Buat rancangan kegiatan mini seminar atau mini konferensi atau forum akademik yang berisi presentasi ilmiah dari hasil pemikiran dan pemahaman terhadap konsep, objek, kegiatan, atau proses.

9. Daftar Referensi dan Sumber Belajar

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10. Peraturan Kelas

a) Kehadiran:

Mahasiswa yang tidak hadir dalam kelas tanpa pemberitahuan atau izin selama 4 kali atau lebih akan diberikan nilai E.

- b) Keterlambatan:**
- 1) Terlambat menyerahkan tugas makalah antara 1-7 hari: nilai dikurangi 20 dengan rentang nilai 1-100;
 - 2) Terlambat menyerahkan tugas lebih dari 7 hari: makalah tidak akan dinilai dan akan diberikan nilai 0;
 - 3) Jika perkuliahan dimulai pukul 8, terlambat 10-10 menit mahasiswa diijinkan mengikuti perkuliahan;
 - 4) Jika perkuliahan dimulai pukul 10 atau setelah pukul 10, mahasiswa tidak diijinkan mengikuti perkuliahan dan dianggap tidak hadir.
- c) Tidak mengikuti ujian/mengumpulkan tugas:** Mahasiswa yang tidak memberitahu atau meminta izin tidak mengikuti ujian atau tidak menyerahkan tugas akan diberikan nilai D untuk ujian atau tugas tersebut.
- d) Kejujuran Akademisi:** Mahasiswa wajib mengikuti aturan dan standar dalam membuat karya akademik dan menghindari segala tindakan plagiasi serta mencotek dalam ujian. Tertangkap melakukan tindak plagiasi dan mencotek akan diberikan nilai D untuk tugas dan ujian. Secara rinci tentang plagiasi dapat dilihat pada <http://www.plagiarism.org>.
- e) Sikap dalam kelas:** Untuk membangun karakter, mahasiswa dilarang bercakap-cakap selama perkuliahan berlangsung dan diwajibkan berpartisipasi aktif dalam kegiatan perkuliahan, saling menghormati pendapat orang lain dan bekerjasama dalam kelompok atau kelas. Telepon genggam diatur dalam keadaan senyap.

11. Satuan Acara Perkuliahan

Pertemuan	Kompetensi Dasar	Pokok Bahasan/Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
1	<ul style="list-style-type: none"> ▪ Mahasiswa memahami RPS Public Speaking ▪ Setelah mempelajari beberapa teori, sejarah, prinsip-prinsip dalam <i>Public Speaking</i> dan beberapa sumber pendukung, mahasiswa menghasilkan rangkuman yang membandingkan, memberi atribut, menjelaskan <i>Public Speaking</i> dalam bentuk presentasi ilmiah lisan dan tulis secara runtut dengan unsur kebahasaan sesuai konteks. 	RPS, Sumber Belajar dan Rujukan	Penjelasan dan Diskusi	100 menit	RPS, Sumber Belajar dan Rujukan
2-7	Setelah mempelajari beberapa pidato perkenalan dan pidato wisuda dan beberapa sumber pendukung, mahasiswa menghasilkan rangkuman yang membandingkan, memberi atribut, menjelaskan isi pidato perkenalan dan pidato wisuda dalam bentuk presentasi ilmiah lisan dan tulis serta	<p>Fungsi sosial</p> <p>Memahami fungsi pidato perkenalan sebagai media informasi interpersonal (menjalin hubungan personal) dan pidato wisuda sebagai media menginspirasi /berbagi pengalaman</p> <p>Langkah Retorika</p> <p>Definisi, rincian ciri,</p>	<ul style="list-style-type: none"> • Pengamatan <p>Membaca minimal 3 pidato perkenalan dan pidato wisuda dari minimal 3 sumber yang berbeda</p> • Elaborasi <p>Mengidentifikasi definisi, rincian ciri, dan rincian fungsi terkait dengan uraian tentang pidato perkenalan sebagai media informasi interpersonal (menjalin</p> 	6x 100 menit	Pidato Perkenalan dan Wisuda dari Youtube; Buku rujukan

Pertemuan	Kompetensi Dasar	Pokok Bahasan/Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
	mengimplementasikannya dalam pidato perkenalan secara runtut dengan unsur kebahasaan sesuai konteks	rincian fungsi Unsur kebahasaan (ketepatan dan kebenaran) - Ketepatan gramatika - Koherensi antar kalimat dalam paragraf - Tulis: ejaan, tanda baca, dan tulisan yang jelas dan rapi - Lisan: Ucapan, tekanan kata, intonasi, volume suara, variasi suara, kecepatan bicara - Bahasa non verbal: penampilan, gesture, kontak mata,	hubungan personal) dan pidato wisuda dalam fungsinya sebagai media menginspirasi /berbagi pengalaman Membaca, menyimak, mengikuti arahan dan panduan dari berbagai sumber • Konfirmasi Mempresentasikan secara lisan tulis simpulan dan penjelasan tentang pidato perkenalan dalam fungsinya sebagai media informasi interpersonal (menjalin hubungan personal) dan pidato wisuda dalam fungsinya sebagai media menginspirasi /berbagi pengalaman • Refleksi Mengemukakan hal-hal yang memudahkan dan menyulitkan untuk melaksanakan langkah-langkah pembelajaran yang telah dilaksanakan.		
8-17	Setelah mempelajari beberapa presentasi ilmiah dan beberapa sumber pendukung, mahasiswa	Fungsi sosial Memahami fungsi presentasi ilmiah sebagai	• Pengamatan Membaca minimal 3 presentasi ilmiah dari minimal 3 sumber yang	10x 100 menit	Presentasi Ilmiah dari Youtube- TED; Buku rujukan

Pertemuan	Kompetensi Dasar	Pokok Bahasan/Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
	menghasilkan rangkuman yang membandingkan, memberi atribut, menjelaskan isi presentasi ilmiah dalam bentuk presentasi ilmiah lisan dan tulis serta mengimplementasikannya dalam presentasi ilmiah secara runtut dengan unsur kebahasaan sesuai konteks	media akademik Langkah Retorika Definisi, rincian ciri, rincian fungsi Unsur kebahasaan (ketepatan dan kebenaran) - Ketepatan gramatika - Ketepatan penggunaan tesis dan argument serta bukti dan data pendukung - Koherensi antar kalimat dalam paragraf - Tulis: ejaan, tanda baca, dan tulisan yang jelas dan rapi - Lisan: Ucapan, tekanan kata, intonasi, volume suara, variasi suara, kecepatan bicara - Bahasa non verbal: penampilan, gesture, kontak mata	berbeda <ul style="list-style-type: none"> • Elaborasi Mengidentifikasi definisi, rincian ciri, dan rincian fungsi terkait dengan uraian tentang presentasi ilmiah dalam fungsinya media akademik Membaca, menyimak, mengikuti arahan dan panduan dari berbagai sumber • Konfirmasi Mempresentasikan secara lisan tulis simpulan dan penjelasan tentang presentasi ilmiah dalam fungsinya sebagai media akademik • Refleksi Mengemukakan hal-hal yang memudahkan dan menyulitkan untuk melaksanakan langkah-langkah pembelajaran yang telah dilaksanakan. 		
18-22	Setelah mempelajari beberapa pidato persuasi dan beberapa sumber pendukung, mahasiswa menghasilkan rangkuman	Fungsi sosial Memahami fungsi pidato persuasi sebagai alat	<ul style="list-style-type: none"> • Pengamatan Membaca minimal 3 pidato persuasi dari minimal 3 sumber yang berbeda 	5x 100 menit	Pidato Persuasi dari Youtube dan sumber rujukan

Pertemuan	Kompetensi Dasar	Pokok Bahasan/Materi Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar
	yang membandingkan, memberi atribut, menjelaskan isi presentasi ilmiah dalam bentuk presentasi ilmiah lisan dan tulis serta mengimplementasikannya dalam analisis kritis secara runtut dengan unsur kebahasaan sesuai konteks	<p>mengkritisi</p> <p>Langkah Retorika Definisi, rincian ciri, rincian fungsi</p> <p>Unsur kebahasaan (ketepatan dan kebenaran)</p> <ul style="list-style-type: none"> - Ketepatan gramatika - Koherensi antar kalimat dalam paragraf - Tulis: ejaan, tanda baca, dan tulisan yang jelas dan rapi - Lisan: Ucapan, tekanan kata, intonasi, volume suara, variasi suara, kecepatan bicara - Bahasa non verbal: penampilan, gesture, kontak mata 	<ul style="list-style-type: none"> • Elaborasi Mengidentifikasi definisi, rincian ciri, dan rincian fungsi terkait dengan uraian tentang pidato persuasi dalam fungsinya sebagai media mengkritisi Membaca, menyimak, mengikuti arahan dan panduan dari berbagai sumber • Konfirmasi Mempresentasikan secara lisan tulis simpulan dan penjelasan tentang pidato persuasi dalam fungsinya sebagai media mengkritisi • Refleksi Mengemukakan hal-hal yang memudahkan dan menyulitkan untuk melaksanakan langkah-langkah pembelajaran yang telah dilaksanakan. 		
23-24	Konfrensi/Seminar Ilmiah Mahasiswa dan Refleksi				

Students' Public Speaking Stories

Student 1

Okay, so my name is Arry Andriansyah. I'm from 14 DC in English Department batch 2014. I'm from educational program and I guess that's enough.

What is public speaking to you, Arry?

Before I took the course, I thought Public Speaking was all about presenting things in front of public. Since I'm in English Education Study Programme, it's all about speaking in front of your students. It's more like how we talk effectively.

But after the course started, I realized that public speaking was all about being persuasive in everything you say. You also thoroughly need to be perfect, verbally and physically. From the look to the content. A lot more thoughts and preparation need to be put into the process. Like talking in front of large amount of audience is not that easy, right?

Public speaking, for me, is a course which triggers us to be confident, mainly to be brave in speaking in front of public and that's all. In public speaking class, there are actually diverse techniques that the teacher used, because mainly we observe diversified speakers like Steve Jobs and Oprah.

Miss Nina never told us like that explicitly, told us certain the formulae for public speaking, but she let us explore and find our own way to create that kind of formulae of speaking.

So, that's why we're very diverse in creating such formulae and techniques as example some people could use transitional words, and if they're not very comfortable with that, they could just forget it because the main thing is to speak in front of public effectively right? So, that's fine.

We also have the very authentic source of public speaking like commencement speech from Steve Job, Oprah, and also informative speeches from Bill Gates, and Mckaldy, and Bolloto.

They're all, like, from the language, they're native, so they speak natively. And from the information that they deliver, it is something like they deliver – either the issues or the information-is very authentic and I guess, because of those are authentic source, we are actually getting into a real context. So, I guess it'd be more like a communicative learning.

Miss Nina also formed groups when we deliver informative speech because there are actually several elements in informative speech. For example, we are separated into two groups, then, the group one 'you have to find out introduction, and how the speaker introduce the introduction, and what aspects in the introduction'. And the group two 'You go to the main body'. And the group three 'you go to transitional word'. Group four 'you go to summary'. She used the group works for analyzing the content of the speech not to make the speech because it's impossible right to make a speech from those very diverse minds in a group work, right?

For the activities itself, ah.. so many activities right. Either we are observing the speech, we are doing the speech, we do it impromptu or we do it purposely or we have to bring our own materials in the speech like in introductory speech. First we have to bring our own materials, like for me I bring my own helmet, like helmet represents this maybe. Like my atlas, my future and on how I discover the world like so that is the first method. And the second method is impromptu speech. It is very challenging because you only given five minutes, if I'm not mistaken, yeah and it's like in a very short of time we have to make such a speech such a 5 minutes long speech and on the next one is maybe observing just like you use an observant, we observe the structure, we observe body language, we observe any aspects of the speech and the last one is seminar. The activities yeah seminar on how we arrange this thing no no seminar is not like the last thing. The last thing is the booklet, because public speaking is not only about talking and speaking we have also have to make the booklet of it which is some kind of exhausting you know hahaha.

The tasks are also very various. Like the kind of people are various right? And the kind of task as, I've already told you before maybe we evaluating some speeches from our friend, we are observing the speeches from the experts, we are

doing the impromptu speech, we are doing the prepared speech and such activities related to speech right.

The materials mostly videos and some of them are written. For the written, it ease us in order to analyze the structure, analyze what is the transitional word, and the videos are used to discover the hand gesture, the way they speak, the way they used the media such as the presentation maybe the feature or jokes or any games so basically it's only on the videos.

The written, it helps a lot because we're not from the native speaker right. It helps us in choosing the vocabularies on how we could create such an introducing speech because of course every speech is started from the written one way, isn't it? And then we have to know what is exactly in the written form and what is the structure, then we go to the field directly by speaking which we got the lesson from the videos, so I guess it's compliment to each other.

Miss nina is more like facilitator, assessor, and also evaluator. Maybe because we have, it's so hard for us to have such counselling for our speech which is the part of her facilitating us, right? She did facilitate us, but unfortunately because of the limit of the time, because if you have like 20 people to counsel and you in one single course it's such a waste of time, right? She is also busy outside the classroom. And for the assessor, yes she is very detail in everything.

And the last one on evaluator, I guess I don't know I sometimes because maybe because also one my suggestion Miss Nina also like that she is never practices her own speeches in front of the classroom. I mean like I know we already have done such native speaker doing their speech, but we don't know how to know the difference right? When native speakers and EFL learners, they are different and we all know our lecturers are used to be EFL learners, so we have to like maybe there are several cheats. If you EFL learner you want to speak native-like, there are several tips to speak like native that is in Miss Nina speech in front of the classroom maybe that's the lack of her because most of the times she evaluate us verbally, but not practically because. We all know that to evaluate technicalities is easy but to evaluate the content of your speech is not easy.

The introductory speech. We also like getting feedback because at that time, if I'm not mistaken, it's for midterm test, so we have our score sheets for us. So, I know that either, oh oh taken for example, our rhetorical language used in our speech is because of this. Also verbal in the practice not in the test. It helps of course. In building up my confidence and not making mistakes I guess hehehe not remaking mistakes maybe.

Ah for me because maybe this is one of the benefit of my, because I've joined like debating club, so my strategies is all about debating. Like debating is like another form of speaking right and debating is persuasive, so is public speaking. Debating is analytical, so is public speaking and you have to prove something evidence, so, I guess my strategies is like I do debate well I do the public speaking and that's the strategy like the ultimate strategy. Maybe because, I don't know, maybe uh what is it all students must engage in such activity like in such competition, maybe we have our internal competition, maybe for various classes of public speaking. So, we know how various people because we all know the characteristic of our friends in our classes right? So, we of course, we know how they're going to talk. Like taken for example, I know him right from the first semester and I know how she is going to talk like this and there is no such input for me because I've already known all tricks in public speaking in presenting and such thing. So that's why I guess one of the strategies is to engage in competition. Debating is helping me.

I guess Miss Nina only suggested us at the beginning, for example when I took the content of debating, okay debating is good then I should say okay debating is good then you must be like this, but then when I made it oh yeah this is the thing that I want, so there is no such what is it dealing process between my ideas and her ideas did you get it? And she doesn't like to evaluate it, I guess so. So, in evaluating the techniques it's very good that she evaluate our techniques, but not in our content perfectly that's what I meant okay after the long speaking okay hahaha and for feedback she gave us the verbal one and for several tests.

Uh my classroom environment... they are passive hahaha, but they are actually, maybe they are a type of thinkers hehehe. Maybe, but I think when it

comes to class discussion they are so silent. But, when it comes to presenting their speech, they are so active and they are somehow interesting. So, I guess they are two types of personality of my classroom environment, yes.

Yes of course the activities and materials provided by Miss Nina helps me. At least, it shows me how to do it perfectly and appropriately maybe. For me the impressive one was analyzing the speech because uh... we have the Ted Talk sources just like 18 minutes of speech and its very long and you know how native speaker do with their speech right? They do not simply tell us about the main body like my first point is this, my second point is this. They talk implicitly, then we have to figure out what is her main point in here and the opening could be 5 minutes and on how we all observe the way they attract the audience by games, by questions, by pictures, and anything. And I guess it equips us more better, far better.

My scale of self esteem for public speaking might be in around 8. I am used to speak in front of public. Because it's like my routine in my debating club and also competitions. So it's just normal to me to state messages in front of public.

Uh for me maybe, what is it, maybe the lecturer sometimes do not give us such example of our people speaking in a good public speaking way. Do you know what I mean? So they are different as I told you before EFL and those native speaker right, so the thing that of course we have to have our own reference on native speaker, but to do it in EFL way might have some tricks and cheats differently from the native speaker speaking. So, I guess just the lack of it and I guess I hope that could give some speech maybe in front of the classroom. Maybe that must be good.

Teacher's role does help, but other than that the examples are the more meaningful point because maybe ah ya as I told you before that public speaking is not like formulate thing so you do not need to know it from the teacher. The teachers guide you to sources and facilitate us.

Student 2

Before I join public speaking class, public speaking for me only means speaking in public, but after join the class turns out that there are a lot of knowledge I got from it. For example, before you do the speech, a lot of things need to be

thought like the first one you have to make speech text, but before that you have to make the outline, then there is also the introduction to open the speech. Public speaking is a fun class for me because there is not many theories regarding it, even though we need to know several theories, but the most of time we spent for practicing in class.

In class, Bu Nina used the method teaching uh... the first one of course she brought the materials like uh... we were given books, the module, then the videos, texts. After that, we were asked to analyze those materials, oya, we also have to find the script of the videos we watched and analyzed it too. Those were our asset in making the speech text.

I also did group discussion with my friends. We always did it in public speaking class, not individual work. So, we really did discussed about what is it like what we want to find, then in your opinion is it the right part that we want to find. Bu Nina used the method of communicative, so she gave us the videos related to our daily life, like we were watched the speeches of the experts and discussed like who is the best speaker we think. We also discussed like how to grab the attention, then how to organize the speech like uh... Oprah and other experts.

So, Bu Nina conducted her own books, just like she combined the book from other writer or the speech text and make it into one book. You can call it module.

She always evaluated us in class, like our weaknesses I think uh... what is it uh... like body language, then the pronunciation, volume, just like that. As the facilitator, it is proven as Mam Nina provided us with the module, videos, and she was also available if we want to do consultation. She liked to give us oral feedbacks.

I'm a well-prepared kind of student, I cannot speak spontaneously in public especially to speak English and for the speech which needs a topic. If it's only like that usual kind of conversation si, maybe I can do it without any texts, but if it needs a text and topic, I think I need to be well-prepared. In practicing, I join organization uh.. to train my self-esteem, because we need that kan kak in organization.

I also like to speak by myself while walking by myself, bringing my text, and practicing my gesture and body language, so that I can more comprehending

the content of the speech. I also used the count time, so that I can presume my time like how long do I speech. I also used memorizing my speech. I, sometimes, like to forget my speech, so while practicing, I made some possibilities what I should do if I forget my text. I don't really use like practicing in front of the mirror or recording it.

What Bu Nina taught me in class, it helps me a lot to build up my self-esteem and also my skill in public speaking. She was like support us from behind gitu loh kak by giving us the videos, so that we have more reference, like asking us to practicing our speech in front of the class and our friends give their feedbacks.

We were still nervous right, but because we often practiced in front of our friends, it added up our self-esteem. Basically, I also like to evaluate my own performance, like which part do I need to improve or which part I think is already good. If I'm really nervous, I'm like jumping in the place to reduce my nervous or joking around with my friends, at least I try not to think too much on it.

I think the most important thing in the success of the students is teacher's role. Because mam nina is a kind who likes to talk a lot, ambitious, and like to try something new, Mam Nina liked to give us tips to improve ourselves. She pushed us so hard for us to be better, because you know like what I said before my class was so passive. Yeah, so that's it my story kak.

Student 3

Ya, my name is Muhammad Wildan Habibi. I am from 14 DA, batch 2014. When I was in public speaking class, my lecture was Bu Nina. If we talked about uh... because we are in a academician surrounding ya pasti public speaking is a course and the point is it discuss about how we improve our quality to speak in public. So, the point of why I took public speaking class itu ya because of uh... just because in fulfilling my sks si honestly. And honestly, my expectation from this class si is not much ya because here, I'm also contribute in uh... society and how I'm doing my organization gitu, so my expectation is not much. Also because I have already had a lot of learning of this area in my organization, related to how to speak in public. So, my expectation was only to improve my quality to speak in public

kan or how to speak to individual. Because at first, I think this class is very good, but because in the process of learning I feel unmotivated then I became lazy gitulah because of some factors.

Actually, there were not much knowledge I got in the class ya, only ya itu how to speak appropriately in public, then how to persuade others, and yeah that's it. In reality, what has been written in syllabus is not much different with what we did in class. I actually didn't read much on syllabus, I only red the points aja si, like what we would discuss, like informative speech, also the task.

Bu Nina's role in class was also depend on the task that was given, depend on the material at that time. So, there was a time when she was only be the facilitator ya that's it. She gave us some sources or references, that's it, after that we were asked to learn by ourselves and finally we will asked to answer her questions one by one to check our understanding. It happened continuously, but there was also time when she acted as uh.. what do you call that an advisor or feedback provider gitu lah. For example em... we were asked to make a speech ya, informative speech, but ya then she asked us to perform in the front class, then she gave us feedbacks. But, she gave us feedback through the students first, for example you were asked about si A performance, after everyone has gotten their feedback, she would conclude our performance and give feedbacks of it. So, the point is ya again she was yes being an advisor si for myself.

At that time she was uh... step by step gitu ya, asked us to make a speech in seminar. We were asked one by one what our topic would be, after that we talked about it, like the generic structures. Then she gave comments to us one by one, after that we have finished reconstructed our idea, one by one, we have to perform in front of her, not in the front class ya kak.

For the activities, there were individuals work and also group works. But, I think there are a lot of individual work si, for the group work was only uh... giving feedback to other group about our analyzation.

The first task in public speaking class was personal introductory. There was also informative speech, then persuasive speech, impromptu speech, and the last for

final project was conducting a seminar. For the self-introductory, if I'm not mistaken, we were asked to prepare for three or 2 days gitu because we have a lot of people to perform kak. Then, we have to bring our things kak. For example, I want to introduce myself through my achievements, nah I need to bring my things kan kak like my trophies.

In self-introductory kan we explained ourselves right? What do we want to introduce to people? For example achievements or maybe family, like if it is family we have to bring family picture and we were not directly asked to perform or prepare gitu, but at first Bu Nina gave us video on how to do self-introductory. The same happened to informative speech, the technique was by using video from Ted Talks, if I'm not mistaken, after that we were asked to perform it in the front class kak.

For the impromptu speech, the technique was Bu Nina on the day before did not explain to us that we were going to do impromptu speech. Then, we were asked to take uh... a piece of paper gitu, then we were asked to open it and there would be written the topic that we were going to present in front of class. We were given ten minutes for the preparation the impromptu speech, then we performed it one by one, without any text of course. Bu Nina did not assess our script, so we were only asked to perform, all of us. Who will be the first performer would be chosen by Bu Nina, she called us by our name. She limits our time to perform, not long enough lah kak, so that everyone got a chance to perform.

Bu Nina gave us too narrow topic, it is like the topic might be unfamiliar for some students, not a general topics. It was too specific, for example there was a students who were asked to explain about computer or the abbreviation of an disease and they have no idea about the topic, then he did not what need to be explained. For that reason, he gave information which was not longer valid. I think it shows the lack of information for us.

For the seminar, I personally think ya there would be uh... one of the... what it's like uh... the key speaker, wouldn't it? There would also informant and so on. Nah, yesterday, it was like the other tasks we have done before in class. What makes it different was only who comes. The audience were our friends. Maybe we'd

better not to call it seminar kali ya. I think if it is really seminar try to make a real seminar. Maybe it needs more investigation ya about the seminar, on how you want to conduct the seminar because what we did was not different with what we have done when we did impromptu speech or informative speech. It was just the audience was much more than in class. The technique itself was not much different ko kak. For example, MC (master of ceremony) gave welcome speech just for the formality only. I did not feel the difference gitu that this was a real seminar. It cannot make more confidence.

The first activity si ya help us in build up our self-esteem, but after the time I do not think it help us because uh... students' perspective of Bu Nina's way of teaching has changed. At first they thought it would be fun to be taught by Bu Nina because we haven't gotten Bu Nina's class yet, and we have only taught by her in this public speaking class. At first, I was so exciting because Bu Nina is a type of enjoy, expressive of person, but when her mood is changed, so does her way in teaching. For example, a friend of mine was asked about her opinion about the video we have watched, but after she gave her opinion, Bu Nina pointed out that her opinion was wrong and it made her mental down. She has put an effort to give her opinion, so why Bu Nina did not appreciate it?

From what I see, it needs a personal approach between us and Bu Nina. Just like when my friends performed and delivered their material, she gave the feedback based on the way of delivering the material subjectively, not like what you have to do si to deliver it objectively. I think this class is supposed to motivate the students more so that we can have such spirit in learning. From what I see si, she has the intention to motivate us or build our self-esteem up, but it failed kak. I personally did not feel like this class help me in building my self-esteem.

In delivering teaching materials, she provided us with e-book of the art of public speaking, videos gitu kak. So this video was showed first, after that we have to analyze it. But, I think for the impromptu speech, it is more like experiential where we have to do the activity first, then she will explained it to us.

For me alhamdulillah ya to synchronize between what I'm thinking and what I'm saying is not an obstacle, but what I think still missing in public speaking

class is it still cannot build up my self-esteem to persuade others, I haven't gotten it yet. It's like what I've said before I am a type of person who can persuade other by doing face to face talk kan. And sometime when I speak in public, I still cannot persuade people. I'm just like telling them information, but not as interesting as like what Bu Nina asked me.

Practicing for myself is a must for me because I have to know first whom I'm going to talk to and what topic I will discuss. For example, me as the head of BEM ya, I have to speak in front of all the ED's students, but which students are they? If they are those who like to discuss poetry for example, ya I have to master the topic first. In my public speaking cases, I asked my friends to give some feedbacks on my performance. Honestly, I rarely consulted to Bu Nina, because honestly I was a bit lazy to do that. So, I prefer to ask feedback from my friends gitu loh. The first thing, I will show them my script and my topic. I'll ask them to read first, then I perform in front of them. Then, I'll ask for their feedbacks. If I have to scale my self-esteem before and after public speaking course, it will be seven.

My suggestion for this class the first one is about the task ya, like impromptu speech. I think the teacher really need to do a lot of preparation in technique to keep the mental of the students itself. Teacher can tell them first in the previous meeting that on the next meeting they will have to do impromptu test. Then, I hope that the teacher will give general topics, like what everyone knows gitu kak. Also about the last project, the seminar. I think it needs to be studied deeply whether it really help students in learning public speaking or not.

Because I think what we did before was not different with what we did in class, we present and everybody listens. What made it different only the audiences are too many of them.

Also about the teacher's role, it still need to be considered. What I mean is like teacher needs to see students' condition like not every student can be pushed to do this and that. That is a typical student in my class kak, cannot be pushed. When we were being pushed too much, it only made us down and afraid and so on.

Another example is when students are asked to give their opinion, they should be appreciated.

Just like what Mr. Johnnton once did in my class. He was being substitute teacher in Bu Hanif's class. He taught us about discourse analysis gitu and his teaching style was very good and fun. It triggered us to speak more. So every time we gave our opinion, he would give a compliment to us like "oh that's a good question", even though we ask such a silly question gitu loh or even though our grammar is wrong.

Student 4

Public speaking is activity not a kind of activity ya ehh a course I think. It is going to be important in the future for our future when I directly doing my way in society.

For teaching strategy, Miss Nina tend to use what do you call that uh.. simulation and examples. The example itself is not from her. She also gave knowledge how to speak in public, how to uh.. our way to speak in public in a simply way.

The second one is she gave us sources from Youtube, for example like Ted X gitu and I think it's really inspiring for me. And when she showed the video, it's like, "Oh this is the way how to speak in public, these are the techniques, these are the situation when you speak in public," and I can be for what I am today is because I follow her suggestion, somebody's way how he can be so fluent to speak in public.

There are many videos starting from the information of technology, then about feeling gitu kan, and also about.. about what ya.. about jokes not only from Indonesia, but also from overseas. From Indonesia, what impress me the most is Tejo, Sudiwo Tejo. He has ever uh... when he was in Ted X, in Indonesia there is also Ted X kan and the event was held in Bandung if I'm not mistaken.

In Ted X, it's like some of your ideas which according to people remains a mystery. Gini loh for example uh... like seminar gitu same like standup comedy. The difference is it is more like sharing, so it likes making us get more information

for example why the earth is round, oh.. so this is it ya, so it is like telling us theory of how a phenomena can be happened.

From the video, I learned how to control myself in public by a lot of practice. Then the second one is, preparing the script materials, kan we cannot use the script right in public? I mean in some occasions some of people maybe use the cue cards because maybe for some people it might help them to be able what is it... cue card kan is about points doang which can help them to be able more fluent in public, but I personally would be more focus on what I want to show in my presentation in the power point gitu.

If we talk about teaching techniques, so we were asked uh... first analyzing the speaker from that Ted X, how the introduction is, how the attention grabber, what the content is, and how the speaker conclude their speech. So, we analyzed from the video tu. For example, just like yesterday there are three different speakers. Yesterday, she showed us Steve Jobs, Oprah, and once more I forgot the name, and from that three speakers we discussed their way to speak in public, their way to speak in an important event kan.

In Oprah kan at that time was in graduation event. For the activities ya we we did some kind of discussion at the first time. For the first time kan, she would tell us about the videos from the speakers who are indeed good, from the experts, then we were put in groups and in the group we have to analyze the points in the introduction, how the introduction is, how the attention grabber is, then how they deliver the points, the transitions for each points, and the way uh... they tell the conclusion so that it can end in a smooth way gitu loh, so that it is not remained as an unfinished conclusion.

For the tasks, first we were asked to find a video and it's up to us for who speakers we want to show and of course the language has to be in English. After that, we have to analyze it, then present it to the audience about what we got from the video and we have to make it by ourselves and there are some videos which we watched si, then we were also asked to make the scripts.

The first one is introductory speech, informative speech, and persuasive speech, if I'm not mistaken, we were asked to make it in a time that maybe not long enough ya, but, for the rest of it we were pushed to practice in class.

Bu Nina, for the materials, she used videos and texts doang si. There also a book ya as our guideline to analyze for the correct analyzation like what I said before for example how to introduce, how to grab the attention, main point 1, main point 2, main point 3, and then how to conclude.

But actually for teacher's role, she did not do much on it, I think. She actually provided us the situation to be more uh.. activity in speaking lah. So, I think she is more like students centered.

Of course, she fulfilled the role as facilitator, assessor, and evaluator si from what I've seen the way she taught us in class. We are demanded to always, when we are in a new environment she always said, push ourselves to speak. She said whatever we know, just say it. Just try to tell people about our ideas with speaking. In short, she really try to make us be more confidence in speaking.

The point is, in class, what we did is discussion only, only speaking. She did not like push us more in the writing, everything is all about speaking. For example, we have to come to in front class for practicing. We often did it in class. I think, in a month, we could be practicing only, or maybe it took times for two months. Because as you know, there are so many of students in class. So, for one person, he was given like twenty minutes, including the feedback. So, we did not only perform, but also got feedbacks from her and also our friends in class.

For myself, my learning strategies is practicing in front of the mirror si, but still the first one is I have to master my speech, the materials, by reading a lot. If you read a lot kan, you can know what you are going to say. If we lack in uh.. what do you call it uh.. lack in reading, ya it will be difficult for us to speak in public. The point is ya itu read a lot, master the content of your speech, and a lot of practice in front of the mirror so that you can see like oh.. so this is it.

For the informative speech yesterday, I conducted a survey. My topic was how to be confidence to speak up. She did not explain much on how we should

conduct our research like making questionnaires or surveys gitu, but uh... the result from our survey, she explained us how to present it in an appropriate way so that the audience would not feel bored. It's not possible right for us to explain every details of our survey, so we just have to point some of the results only. We were not really do it alone actually, but yeah we were of course demanded to be more mastering our materials by our own efforts.

Oh yeah.. she also open up if we want to consult, for example if anyone want to ask regarding the class we can just ask her in the lecturers office.

What Bu Nina gave to us in class, it actually really helps us in building up our confidence. Ya kan for the first one, she demanded us to be more active to speak in class, that is automatically help us in building up ourselves, pushing ourselves to be more like 'wah, I have to be more active to speak in class nih'. Then the second one from the resources, as you know, I really get so much information and knowledge. So, truthfully, it motivates me to have the ability like that speaker. Just like on the D-day of seminar, without telling us, she really showed us the role model which is not only in video, but physically, she brought us Deri-my senior in ED. it also motivates me to be better. If Deri can do it, why cannot I?

Because I have practiced every day, so yaudahlah, I am more adjust to it gitu. Nervous is of course I have that, but I have practiced a lot, even though there are some mistakes, it would be fine.

The first point for building up our self-esteem, we have to be able to speak first in front of people, at least we can speak the language first whether it is in Bahasa or English. Brave to speak in front of others dulu, do not like every time if we want to master.. what is it.. the English, but we never practice ourselves to speak in front of others in English, ya we will definitely cannot speak English.

Courage and practice. If we only have courage, without practice, ya too bad we will always out of way, but if we combine practice and courage, it will be complementary.

The good points of this public speaking class is Bu Nina gave us a lot of valid resources and the speakers are very competent in their area lah to make myself

be more motivated. Then also for the weaknesses of the class is we were really pushed to practice, but Bu Nina was actually rarely giving us the theories of public speaking in details gitu loh. We were indeed demanded to read a lot si truthfully, but... but for ourselves, reading without some guidance did not work out.

What makes me be myself today, I mean being able to speak in public, in public speaking class is because the first one is because of the role of the teacher. Because of the teacher itself, and since she often gave us feedbacks, that was make me be more motivated, for example ya maybe she can praise us or appreciate us a lot in class. Nah, the weaknesses in 14DA, ya Bu Nina is a kind of bold person, she likes to say whatever she wants, but maybe because they were taught by bu Nina for the first time, they are not ready for her teaching style. But, for me personally, since I have known here from basic speaking class, and my previous public speaking class, and she was also my advisor when I did my PKM (intern), so I am fine with it.

Student 5

Ya hello, my name is Melisa. I'm from 14DA.

What is public speaking for you?

For me, before joining the public speaking class, public speaking is one kind of course that we should take to enrich our knowledge about the way to speak in front of public, the rules that is allowed and not allowed, and also in this course will be more practice than theory.

But after joining the public speaking class, I got so many new experiences and learning here. Not only knowledge or theory itself, but I did get an understanding how to move the body language, how to expose face expression, how to voice in a good intonation. Furthermore, in joining this course, I got some advices regarding to the repairing pronunciation, the way how to show a good appearance, and a lot of materials about the great public speakers outside.

Public speaking is, at the first time, I heard public speaking course makes me horror, but the first time is I am very interested with public speaking because I'm a typical of person who likes to talk a lot, much less it is in front of public.

When I saw that Bu Nina would be the lecturer of the course, whom everybody said she is very horror, wow My God, I have taught by her in my 2nd semester and she was indeed a horror kind of lecturer, but after time goes by I think public speaking course is a fun course with Bu Nina as the lecturer.

She was a very horror lecturer at first, just like what other seniors, who got troubles in class, told me and even though at first it is kind of horror but after some time I fall in love with this course. Because my basic is often about speaking and because I really love to speak, so yes from public speaking I learned how to speak in a better way, meaningful, and good structure, how I can be more confidence, and how I can make my pronunciation better because, although, here Bu Nina likes to give such bitter comments and such a killer lecturer, but the result of the course she was conducted is really helpful and appropriate. From her bitter comment who hurt me because in the past she told me, "I am a lecture who would say whatever I feel. When I say I don't like it, I will say it." and that is my first time having a lecture like that and for the first time I felt like I come to a lion's cage.

I did the presentation as the first volunteer, becoming guinea-pig, my group did the presentation and at that time I was speaking so fast because I always speak too fast right, then when I finished the presentation she said to me, "What are you talking about? Your pronunciation so bad! I don't understand what you were talking about." And that was like making me feel like, "Oh God, I'm down, very very down". Wow, it was hurt me so bad to hear it and that was the time when I thought, oh so what was the senior said is true. She is such a killer lecturer. What she is thinking, she says it just like that and it hurts so bad. Much less, that was our first time in class when we were still plain. We didn't know her yet and every time I meet her just likes ah I'm so lazy to see her, even though her teaching technique is good.

Anyway, I really like to give my opinion, right, and that was a time when she said, "Don't you have any other opinion?" It's like I was dropped, I don't know what mistakes I made in that class, I was always dropped by her, but until whatever I know, I always show it. I always show what I can do, my talent, and that was like interesting for her and that was like she acknowledge me. So, we become closer, so

now I know, even though she treated me like that before. I really love the way her teaching is. She, who is so expressive, she makes us become more motivated and she inspires me a lot with her teaching, even though everyone keeps saying like, “Why does your teacher treat us like this and that?”, but yes she is very good, we become more adjust and can you imagine she speaks like that in front of class, in front of people? That is really make me down and make me cry. Can you imagine if you are in my position? It feels like you are being dropped, after all that was my first time, so sometimes I was a bit lazy to come to the class.

When she taught us for the first time, she gave us the title first, like the introductory speech. She gave the book and that book gives explanation what is introductory speech, then she explained it to us from what the book said.

After explaining the aim and the definition, she gave us one of the videos about introductory speech from the expert who has been popular. From the video, we were asked to analyze the video, and give our feedback or comment the video either the pronunciation, the idea, what is being talked about, then how he delivers it. Firstly, making the video analysis, after giving our feedback, the next meeting we were asked to make a speech from what we have watched.

What Bu Nina taught us, also relates to our daily life, just like in the commencement speech. It’s really about yes when people give their speech, like how to deliver speech in front of people first you have to give some jokes, like how to make attention grabber, that is what we really feel and it really relates to our life. After that, she gave us video, then she asked us to give feedbacks. Then, she gave us the script. That was happen continually. We were asked, “what is this? What is that?” when we cannot answer it, then she made fun of us, yes you know Bu Nina likes to say, “How come you don’t know?”. If there was a wrong pronunciation, she directly says, “Hahaha if my kid is taught by you, I don’t want it, because my kid won’t be better.” so sarcastically, after that we were asked to make the script, practice, and record it. Then, she gave us the feedbacks until we presented it to her. We were also doing a group work, like group discussion of Oprah’s and Steve Jobs’ speeches, present the language structure, the language focus, the delivery

techniques, and the last was when we wanted to deliver the informative speech because we practiced it rarely. Then my classmates gave the feedbacks.

Every feedbacks is divided into several groups. Group one discussed about the main point, group two discussed about the techniques, then eye contacts. After that, she gave general suggestions to us like this and that for everyone in class, also the good points and the weaknesses of the speakers.

During her class, there were four tasks. The first one is introductory speech, the second one is informative speech, then we delivered persuasive speech, and the forth one is the seminar yesterday. Those are impressive for me, just like what I said before that I am a typical of person who likes to speak and Alhamdulillah every time I performed, my friends support me, it makes me more confident to speak in front of them, also Alhamdulillah so far every time I gave my speech and performance, Bu Nina always gave me helpful feedbacks.

Then, the third one is she is the evaluator. She evaluated us every time we have finished the speech like we should be like this and that, like for example “oh in this class, many of you still lack in pronunciation, lack in confidence”.

My learning strategies in public speaking class was paying attention to the material itself, understanding the theory, analyzing the whole material including the strength and the weakness, finding the difference and similarities between one example and another, and lastly doing more practice and practice. Also asking feedback toward my performance to others (family or friends) before performing or before the lecturer assessing my performance.

I think I will give 9 scale to myself. During joining this class, I tried my best to show the best of me, especially in public speaking skill. I also expected that I can get an A in this class. In fact, yes, the lecturer gave me A-. I did realize of my ability in this course, my strength and my weakness.

I hope everyone can be brave to face this course. I know exactly how terrible in joining this class, so hectic, full of assignments, tight deadline, and it needs a big courage and confidence to show your ability in front of public. In addition, the lecturer was Bu Nina, the killer lecturer at ED. But please, this is a big challenge!

Handle every barrier, no matter what, no matter how, because public speaking class is one of the most important course and it is totally helpful to increase our skill before facing the next life, workplace. So, enjoy the ride and show the best!

Student 6

I'm Katita Kasani Gusti from 14DB, batch 2014. My lecture in Public Speaking class was Bu Nina. In the very first time I heard about public speaking class, I thought it would be like news anchor, then like presenter gitu-gitu, MC gitu kan, but when I joined the class, it seemed different gitu, public speaking in class is like oh it's really speaking in public gitu in real life.

Bu Nina always pointed out that whatever topic we want to deliver, the goal or the information can be understood by the audience. Just like, we cannot speak carelessly gitu. There have to be the structure and the message has to be delivered.

At first, Bu Nina gave us the theory of public speaking ya kak uh.. what is it uh.. the techniques also, but she was not explain it in detail. Even in the compilation book that she made, most of the contents are the speech scripts of the speakers. So, we were like watched the videos, then analyzed it. After that, she asked us to make our own script gitu.

For the task, she gave us the theories and techniques, but not in detail. Even in her compilation books, most of it contains the examples of speech script. So, it's like we were given the speech scripts and were asked to analyze it, then we have to make a speech script gitu.

We were also asked to make self-introductory speech, informative speech, and impromptu speech, but in my class because we took too much time in informative speech and self-introductory speech ya, so for the impromptu speech, there are only several students who were given the chance of impromptu speech.

So, there are three speeches right? The first one is self-introductory. Before we perform, Bu Nina gave us the videos related to public speaking and also the example of scripts gitu. We were asked to analyze the techniques, the structure.

After that we were asked to make the text and we can choose whether we want to introduce ourselves or friend kayak gitu. And most of us, because my classmate were afraid to be seen narcissistic gitu ya, most of us chose to introduce friends. But actually Bu Nina wants us to introduce ourselves because when we introduce ourselves, we were like showing the good sides only gitu ya. And in the end it became like 'telling their story gitu, telling people like "Thank you for being my friend', so it was not related at all gitu.

Bu Nina let us choose if we want to consult or not uh.. we can just come to her, but because we were lazy students, so we just consulted in class gitu, but actually Bu Nina si an open teacher for consultation.

Some of my friends were enthusiastic in class, but there were also some of them who did not enthusiastic. Most of them actually confused gitu loh, what do you mean by introductory? Is it only about describing my friend like my frind is like this and that or is there also a hidden message on it gitu, but more than half of the class is enthusiastic with this task. Just like in the very beginning they looked like they want to show off, like I want to be different gitu. That is the case in my class.

For the impromptu, it's really surprising gitu ya. Bu Nina didn't tell us anything gitu kan. But, because we were the last class at that day so we've already known it from the previous class. She actually mentioned that we would do impromptu speech also, but she didn't tell us for the techniques. So when Bu Nina came to the class, she just offered us a bowl contains of papers with topics on it, then we take one paper, after that we were given time for 10 to 15 minutes to make the script, then we were called one by one. But, honestly if we haven't known it from the previous class, it would be really impromptu gitu ya, but because we have known it, so there are students who have prepared gitu. I didn't get the chance to perform, but I remember that I got menstruation topic gitu. Luckily I'm a girl gitu, what will happen if the topic was chosen by the boys? I mean why the topic didn't general at all?

The third one, in the beginning Bu Nina told us to make seminar. At first, we haven't been told what kind of seminar it is, she just like mentioned seminar

while explaining to us the informative speech. So we get confused gitu, why do we need to make a seminar while she explaining the informative speech? But later on after we do a lot of consultation so we were like ohh that's it. The seminar is about informative speech gitu. Truthfully, the informative speech is good because it really draws a real life of university students right? Because we do presentation like everyday kan, so Bu Nina hoped that what we do in public speaking class can be applied in other classes or in our life. So in informative speech we have to choose topics si, but the topic still relates to campus. So, our class chose the issues in campus as the topic gitu. So, I think it's like a mini inquiry gitu lah, there is a problem. The content we want to deliver itself isn't from google gitu kan, but it involves survey or interview gitu. So, in the informative speech contains the real survey findings, how many percent or people say this.

We weren't taught the persuasive speech, so we just confused right? Even it's me who made the mistake gitu. In the first practice, we presented our speech gitu, but unfortunately my speech turned out to be persuasive gitu. But ahamdulillah gitu because there is an example of persuasive, so Bu Nina taught us the persuasive speech. But I don't know for the other classes whether or not they were told the difference of persuasive and informative.

Bu Nina like gave us the task first gitu, then we were given table to analyze. We have to do it in group kan ya, then we have to present it. But it's not like we present it in front of the class gitu, but more like we discussed it only. So it's like group one, what do you think about this part gitu, but it's really like one group made one circle.

I remember that Bu Nina gave us Oprah's speech for self-introductory speech, she introduce us her daughter who was in graduation. So, she's like introduce her daughter who was on graduation, but she is actually introducing her daughter gitu. For the informative speech, most of it are Ted's speech gitu. But in the last meeting, she also recommend us the Ted talk book for our further reading, but in the learning process she used videos.

Bu Nina is more like exploratory teacher. So we were given videos, the scripts also, then we were given the table. So we just like matched it aja gitu.

Bu Nina also like a change agent for me because she like to share her experiences gitu kan when I was abroad I'd be like this and that. Then the speech is not like in Indonesia which is like this and that, so she likes open our mind that the speech doesn't always need to be like what Indonesian people do. She likes to tell us repeatedly like when you open your speech you don't always need to say assalamuailakum gitu. She's also like a prompter for me because actually besides giving us her feedback she also asked us to give feedback to our friend kan when we practiced and every person in the group have to give their opinion gitu.

Bu Nina motivates us from the speaker gitu, for example when we watched Oprah's speech, she also explained to use Oprah's background like who is Oprah and how her life used to be.

But personally, I motivate myself si kak. Ya even though people say something, but I don't agree with it ya I won't do it. But if I do really think I need to do it, ya I will do it.

My difficulties is uh.. I actually like to improvise my speech ya, so I don't like writing the text because I cannot memorize it. So it's like useless gitu. So it'd b better for me to make the sequence only, but for the first task because I was asked to make the script then I wrote it, but when I performed, it didn't the same at all with what I wrote. But I remember the points. So it's like I have lack in preparation, because I lack in memorization ya, actually I remember the point but I don't remember the sequence, but if I do a lot of practice I believe I would memorize it.

From this public speaking class, I learned like which points need to put here or there, like which one is more important. And I applied it when I gave my opinion when I do a discussion.

I think I'm used the metacognitive as learning strategy. I planned it first. Even when I plan it, I imagine it gitu. Like how I walk in the stage, what words would I say, how my facial expression. Then I practiced by myself.

I think I need self-esteem in public speaking. Because I'm more like this is my stage, and this is what I want to inform to you. Like I'm the most right person, the only who understand my topic. So, I think I'm so confident when I perform on

stage, but after I watch the video I was like hahaha it's funny gitu. Before I join the public speaking class, I think it's 8. But after join the class it's 9. I'm also type of situational self-esteem si kak.

I hope the teacher would give chance to perform for those who have practices because actually Bu Nina, with her character, gave the feedbacks for each person were different gitu. Because uh.. sometime this person is actually okay, but she still gave lot of feedback because ya we did not better than before. So I hope she would give a proper feedback to students like which one needs to improve gitu. I also hope she teach us how to do a speech as an mc, news anchor, and so on gitu, like making a role play gitu.

Student 7

My name is Anjasmara Rianto Putra from 14SB. I was taught by Bu Ati Sumiati. Before I joined public speaking class, my perception about public speaking was like an oration gitu aja, but after I joined the class I realize ohh there are many things related to public speaking. Just like what Gusti said news anchor, and so on. The point is public speaking is when you speak in front of public gitu ya, like giving a speech in a seminar and so on ohh that is also called public speaking.

While Bu Ati pointed out more on what is it uh.. on what we want to deliver, make it into some points which is important and can be delivered directly to other's perception. I mean when we communicate to someone we don't know whether our perceptions are on the same track like others, so we have to correspondent our knowledge to other people knowledge, that is what bu ati said.

For the task ya, it was uh.. she often asked us to read ebooks related to public speaking from her. Then, we were asked to make some examples about the public speaking. We were told that there are some methods gitu kan in.. for example in the first meeting what method we discuss, then we were asked to make the speech, then we have to do consultation and it spent some meetings. The last we did the test gitu.

The task uh.. there are three tasks ya. The first one is introductory speech, the second one is informative speech, the third one is.. formerly the literature students were also asked to hold a seminar too, but there are some troubles finally

the third one is persuasive speech gitu. Then, Bu Ati itu... taught us all the methods gitu kan like impromptu, reciting from the memory, then the last one we like made some points then do the impromptu, but I forget what it is called. But my friends in class used the reciting from the memory method for doing all the speech gitu.

Bu Ati gave us videos related to public speaking, but most of it is about the techniques or how to deliver the speech aja si like attention grabber. Starting from the techniques of self-introductory, Bu Ati only told us to make introductory speech, but uh... it's all about ourselves si, but we have to bring a thing that represent ourselves gitu whatever it is. After that, we were given the time to consult. And for those who had consultation, and when we think the representation doesn't suitable for us, then we have to change it gitu, then uh.. usually in the first meeting she like explained it to us, then the second meeting we did consultation, then we performed gitu si kak.

For informative speech, Bu Ati is more like telling us th difference between informative and persuasive speech. Because there was a time when we had already given the material, and my classmates were asked to make the script speech and we already performed nih, so formerly uh.. there are four cloter, so four students have to performe in one meeting, but the cloter one, most of them, uh.. we were asked to make informative speech, but they performed persuasive speech gitu because it's hard like to differentiate persuasive and informative right? So she was like explaining to us again that the point in informative is only to inform, you don't need to use any persuasive words.

Initially, Bu Ati discusessed with literature lecturer to held a seminar, but I don't know a few weeks before the seminar, she told us that we couldn't hold a seminar, instead we would perform persuasive speech only and because we have understood the persuasive speech, so it's easier to make it si.

Bu Ati is more like explaining to us, what we want to deliver then how you deliver it by doing this and that. We didn't ask to analyze the video in detail si kak. So we just like watch it and shared our opinion what we get from the video. So it's more like, what do you think about this speech? Does it fill up what we have learned

like the attention grabber, then we compare it with another video. But, I don't remember who the speakers are.

Bu Ati is more like the mix between instructional and exploratory teacher. So in the first meeting she gave us the instruction about the materials the we were given ebook, we were asked to read and understand it by ourselves, but usually in the first meeting she gave us the task the next meeting we discussed it together. She guided us also.

Bu Ati is also more like change agent and prompter. Because she was like change the students perspective si kak, so those students who do not like to speak, from this public speaking look so motivated and better than before. For the prompter, she's like giving us trigger. Because before we perform, we gave her our speech script kan so when we forget, she gave us the trigger.

I motivated myself but I also like to hear other suggestion for me. Because we are the one who knows ourselves ya, but sometimes people suggest us something there must be a reason behind it right? Sometimes it affects my decision.

My difficulties in public speaking is more to lack on preparation si kak. Maybe, personally uh. So uh... in the first speech I can practice for a week, the second speech I don't know maybe because I am a procrastinator ya, I just made the speech one day before the d-day, then memorizing it gitu. Surprisingly, Bu Ati aware of it, she said, "Anjas you didn't practice a lot ya?" and I told her like yes mam, I just made it it two days ago. I lied hahaha, actually it's only last night.

I'm more like metacognitive si in public speaking because I already accustomed to speak in public so it's more like memorize it aja si kak. I don't do like practicing in front of mirror, but I recorded it and heard it the whole day and give my own feedback.

Public speaking needs self-esteem so much kak because uh.. how do I explain it uh.. because when we want to speak in public ya everybody knows we want to inform this or want to persuade them about it. If we don't have self-esteem ya how can people interest with our speech, like when I want to interest other to

listen to my song, how can I persuade them if I don't have self-esteem? Before I joining the class my scale is 9 for confidence, it's like 9,5 sih.

I'm a like general self-esteem also situational. Like when I think this person can help me increasing my self-esteem ya I will hear his or her advice.

I'm really satisfied with my class in public speaking. But my advice is I hope she can do a better coordination with other lecturer gitu kak, like when we were so excited to hold a seminar but turns out we have to perform persuasive speech.

Thematic Analysis of Students' Story

1. Public Speaking Class Expectation

No.	Student	Findings
1	1	Before I took the course, I thought Public Speaking was all about presenting things in front of public. Since I'm in English Education Study Programme, it's all about speaking in front of your students. It's more like how we talk effectively.
2	2	Before I join public speaking class, public speaking for me only means speaking in public
3	3	Public speaking is a course and the point is it discuss about how we improve our quality to speak in public. My expectation was only to improve my quality to speak in public kan or how to speak to individual
4	4	Public speaking is activity not a kind of activity ya ehh a course I think. It is going to be important in the future for our future when I directly doing my way in society.
5	5	For me, before joining the public speaking class, public speaking is one kind of course that we should take to enrich our knowledge about the way to speak in front of public, the rules that is allowed and not allowed, and also in this course will be more practice than theory.
6	6	In the very first time I heard about public speaking class, I thought it would be like news anchor, then like presenter gitu-gitu, MC gitu kan.
7	7	Before I joined public speaking class, my perception about public speaking was like an oration gitu aja.

2. Perception of Public Speaking

No.	Participant	Findings
1	1	But after the course started, I realized that public speaking was all about being persuasive in everything you say. You also thoroughly need to be perfect, verbally and physically. From the look to the content. A lot more thoughts and preparation need to be put into the process. Like talking in front of large amount of audience is not that easy, right?
2	2	After join the class turns out that there are a lot of knowledge I got from it. For example, before you do the speech, a lot of things need to be thought like the first one you have to make speech text, but before that you have to make the outline, then there is also the introduction to open the speech.
3	3	I got in the class ya, only ya itu how to speak appropriately in public, then how to persuade others, and yeah that's it.
4	5	But after joining the public speaking class, I learned how to speak in a better way, meaningful, and more structure gitu, how I can be more confidence, and how I can make my pronunciation better. I got so many new experiences and learning here. Not only knowledge or theory itself, but I did get an understanding how to move the body language, how to expose face expression, how to voice in a good intonation. Furthermore, in joining this course, I got some advices regarding to the repairing pronunciation, the way how to show a good

		appearance, and a lot of materials about the great public speakers outside.
5	6	<p>.... but when I joined the class, it seemed different gitu, public speaking in class is like oh it's really speaking in public gitu in real life.</p> <p>Bu Nina always pointed out that whatever topic we want to deliver, the goal or the information can be understood by the audience. Just like, we cannot speak carelessly gitu. There have to be the structure and the message has to be delivered.</p> <p>Truthfully, the informative speech is good because it really draws a real life of university students right? Because we do presentation like everyday kan, so Bu Nina hoped that what we do in public speaking class can be applied in other classes or in our life.</p> <p>From this public speaking class, I learned like which points need to put here or there, like which one is more important. And I applied it when I gave my opinion when I do a discussion.</p>
6	7	<p>..., but after I joined the class I realize ohh there are many things related to public speaking. Just like what Gusti said news anchor, and so on. The point is public speaking is when you speak in front of public gitu ya, like giving a speech in a seminar and so on ohh that is also called public speaking.</p> <p>While Bu Ati pointed out more on what is it uh.. on what we want to deliver, make it into some points which is important and can be delivered directly to</p>

		<p>other's perception. I mean when we communicate to someone we don't know whether our perceptions are on the same track like others, so we have to correspondent our knowledge to other people knowledge, that is what bu ati said.</p>
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3. Teacher's Role

No.	Participant	Findings
1	1	<p>We also have the very authentic source of public speaking like commencement speech from Steve Job, Oprah, and also informative speeches from Bill Gates, and Mckaldy, and Bolloto.</p> <p>The materials mostly videos and some of them are written</p> <p>Miss nina is more like facilitator, assessor, and also evaluator</p> <p>For feedback she gave us the verbal one.</p>
2	2	<p>The first one of course she brought the materials like uh... we were given books, the module, then the videos, texts.</p> <p>She always evaluated us in class, like our weaknesses I think uh... what is it uh... like body language, then the pronunciation, volume, just like that. As the facilitator, it is proven as Mam Nina provided us with the module, videos, and she was also available if we want to do consultation. She liked to give us oral feedbacks.</p>

		<p>What Bu Nina taught me in class, it helps me a lot to build up my self-esteem and also my skill in public speaking. She was like support us from behind gitu loh kak by giving us the videos, so that we have more reference, like asking us to practicing our speech in front of the class and our friends give their feedbacks.</p> <p>Mam Nina liked to give us tips to improve ourselves. She pushed us so hard for us to be better, because you know like what I said before my class was so passive.</p>
3	3	<p>So, there was a time when she was only be the facilitator ya that's it. She gave us some sources or references, but there was also time when she acted as uh.. what do you call that an advisor or feedback provider gitu lah. For example em... we were asked to make a speech ya, informative speech, but ya then she asked us to perform in the front class, then she gave us feedbacks. But, she gave us feedback through the students first, for example you were asked about si A performance, after everyone has gotten their feedback, she would conclude our performance and give feedbacks of it. So, the point is ya again she was yes being an advisor si for myself.</p> <p>She provided us with e-book of the art of public speaking, videos gitu kak</p>
4	4	<p>Miss Nina tend to use what do you call that uh.. simulation and examples.</p>

		<p>The second one is she gave us sources from Youtube, for example like Ted X</p> <p>she showed us Steve Jobs, Oprah, and once more I forgot the name, and from that three speakers we discussed their way to speak in public, their way to speak in an important event kan.</p> <p>Bu Nina, for the materials, she used videos and texts doang si. There also a book ya as our guideline</p> <p>She actually provided us the situation to be more uh.. active in speaking lah</p> <p>Of course, she fulfilled the role as facilitator, assessor, and evaluator si from what I've seen the way she taught us in class. We are demanded to always, when we are in a new environment she always said, push ourselves to speak.</p> <p>She did not explain much on how we should conduct our research like making questionnaires or surveys gitu, but uh... the result from our survey, she explained us how to present it in an appropriate way so that the audience would not feel bored..</p> <p>So, we did not only perform, but also got feedbacks from her and also our friends in class.</p> <p>She explained us how to present it in an appropriate way so that the audience would not feel bored. It's</p>
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		<p>not possible right for us to explain every details of our survey, so we just have to point some of the results only. We were not really do it alone actually, but yeah we were of course demanded to be more mastering our materials by our own efforts</p> <p>Oh yeah... she also open up if we want to consult, for example if anyone want to ask regarding the class we can just ask her in the lecturers office.</p> <p>Because of the teacher itself , and since she often gave us feedbacks, that was make me be more motivated.</p> <p>What Bu Nina gave to us in class, it actually really helps us in building up our confidence ... Then the second one from the resources, as you know, I really get so much information and knowledge. So, truthfully, it motivates me to have the ability like that speaker. Just like on the D-day of seminar, without telling us, she really showed us the role model which is not only in video, but physically, she brought us Deri-my senior in ED. it also motivates me to be better. If Deri can do it, why cannot I?</p> <p>The good points of this public speaking class is Bu Nina gave us a lot of valid resources and the speakers are very competent in their area lah to make myself be more motivated.</p>
5	5	I think Bu Nina is like a facilitator for me, because she really guided us, she facilitated us with the videos and module and she really helped us in public

		<p>speaking. The second one, she is like accessor for us because she assess us one by one and gave feedbacks to us that really make us better than before</p> <p>Then, the third one is she is the evaluator. She evaluated us every time we have finished the speech like we should be like this and that, like for example “oh in this class, many of you still lack in pronunciation ih, lack in confidence”.</p> <p>She gave general suggestions to us like this and that for everyone in class, also the good points and the weaknesses of the speakers.</p>
6	6	<p>Even in the compilation book that she made, most of the contents are the speech scripts of the speakers. So, we were like watched the videos, then analyzed it,</p> <p>Bu Nina let us choose if we want to consult or not uh.. we can just come to her, but because we were lazy students, so we just consulted in class gitu, but actually Bu Nina si an open teacher for consultation.</p> <p>Bu Nina also like a change agent for me because she like to share her experiences gitu kan when I was abroad I’d be like this and that. Then the speech is not like in indonesia which is like this and that, so she likes open our mind that the speech doesn’t always need to be like what Indonesian people do. She likes to tell us repeatedly like when you open your speech you don’t always need to say assalamuailakum gitu. She’s also like a prompter for me because actually</p>

		<p>besides giving us her feedback she also asked us to give feedback to our friend kan when we practiced and every person in the group have to give their opinion gitu.</p> <p>Bu Nina motivates us from the speaker gitu, for example when we watched Oprah's speech, she also explained to use Oprah's background like who is Oprah and how her life used to be.</p> <p>We get confused gitu, why do we need to make a seminar while she explaining the informative speech? But later on after we do a lot of consultation so we were like ohh that's it</p>
7	7	<p>... She often asked us to read ebooks related to public speaking from her.</p> <p>Bu Ati gave us videos related to public speaking, but most of it is about the techniques or how to deliver the speech aja si like attention grabber.</p> <p>for example in the first meeting what method we discuss, then we were asked to make the speech, then we have to do consultation and it spent some meetings</p> <p>Bu ati is also more like change agent and prompter. Because she was like change the students perspective si kak, so those students who do not like to speak, from this public spaking look so motivated and better than before. For the prompter, she's like giving us trigger. Because before we perform, we</p>

		gave her our speech script kan so when we forget, she gave us the trigger.
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4. Learning Strategies

No.	Participant	Findings
1	1	So my strategies is all about debating. Like debating is like another form of speaking right and debating is persuasive, then public speaking is persuasive. Debating is analytical, then public speaking is analytical and you have to prove something evidence, so, I guess my strategies is like I do debate well I do the public speaking and that's the strategy like the ultimate strategy. Debating is helping me.
2	2	<p>I'm a well-prepared kind of student, I join organization uh.. to train my self-esteem</p> <p>I also like to speak by myself while walking by myself, bringing my text, and practicing my gesture and body language, so that I can more comprehending the content of the speech. I also used the count time, so that I can presume my time like how long do I speech. I also used memorizing my speech. I, sometimes, like to forget my speech, so while practicing, I made some possibilities what I should do if I forget my text. I don't really use like practicing in front of the mirror or recording it.</p> <p>I also like to evaluate my own performance, like which part do I need to improve or which part I think is already good.</p>

3	3	<p>Practicing for myself is a must for me because I have to know first whom I'm going to talk to and what topic I will discuss.</p> <p>In my public speaking cases, I asked my friends to give some feedbacks on my performance. The first thing, I will show them my script and my topic. I'll ask them to read first, then I perform in front of them. Then, I'll ask for their feedbacks</p>
4	4	<p>For myself, my learning strategies is practicing in front of the mirror si, but still the first one is I have to master my speech, the materials, by reading a lot. If you read a lot kan, you can know what you are going to say. If we lack in uh.. what do you call it uh.. lack in reading, ya it will be difficult for us to speak in public. The point is ya itu read a lot, master the content of your speech, and a lot of practice in front of the mirror so that you can see like oh.. so this is it.</p> <p>Because I have practiced everyday, so yaudahlah, I am more adjust to it</p>
5	5	<p>My learning strategies in public speaking class was paying attention to the material itself, understanding the theory, analyzing the whole material including the strength and the weakness, finding the difference and similarities between one example and another, and lastly doing more practice and practice. Also asking feedback toward my performance to others (family or friends) before performing or before the lecturer assessing my performance.</p>

6	6	I think I'm used the metacognitive as learning strategy. I planned it first. Even when I plan it, I imagine it gitu. Like how I walk in the stage, what words would I say, how my facial expression. Then I practiced by myself.
7	7	I'm more like metacognitive si in public speaking because I already accustomed to speak in public so it's more like memorize it aja si kak. I don't do like practicing in front of mirror, but I recorded it and heard it the whole day and give my own feedback.

5. Task

No.	Participant	Findings
1	1	<p>Miss Nina also used group when we deliver informative speech</p> <p>Either we do it impromptu or we do it purposely or either we have to bring our own materials in the speech like in introductory speech.</p> <p>The activities yeah seminar on how we arrange this thing no no seminar is not like the last thing. The last thing is the booklet, because public speaking is not only about talking and speaking we have also have to make the booklet of it which is some kind of exhausting you know hahaha</p>
2	3	The first task in public speaking class was personal introductory. There was also informative speech, then persuasive speech, impromptu speech, and the last for final project was conducting a seminar.

3	4	The first one is introductory speech, informative speech, and persuasive speech.
4	5	During her class, there were four tasks. First one is introductory speech, the second one is informative speech, then we delivered persuasive speech, and the forth one is the seminar yesterday.
5	6	We were also asked to make self-introductory speech, informative speech, and impromptu speech. The third one, in the beginning Bu Nina told us to make seminar. At first, we haven't been told what kind of seminar it is, she just like mentioned seminar while explaining to us the informative speech.
6	7	The task uh.. there are three tasks ya. The first one is introductory speech, the second one is informative speech, the third one is.. formerly the literature students were also asked to hold a seminar too, but there are some troubles finally the third one is persuasive speech gitu

6. Learning Activities

No.	Participant	Findings
1	1	Miss Nina also formed groups when we deliver informative speech because there are actually several elements in informative speech. For example, we are separated into two groups, then, the group one 'you have to find out introduction, and how the speaker introduce the introduction, and what aspects in the introduction'. And the group two 'You go to the main body'. And the group three 'you go to transitional word'. Group four 'you go to

		<p>summary'. She used the group works for analyzing the content of the speech not to make the speech because it's impossible right to make a speech from those very diverse minds in a group work, right?</p> <p>Either we are observing the speech, either we are doing the speech, either we do it impromptu or we do it purposely or either we have to bring our own materials in the speech like in introductory speech. First we have to bring our own materials, like for me I bring my own helmet, like helmet represents this maybe. Like my atlas, my future and on how I discover the world like so that is the first method. And the second method is maybe impromptu speech is very challenging because you only given five minutes, if I'm not mistaken, yeah and it's like in a very short of time we have to make such a speech such a 5 minutes long speech and on the next one is maybe observing just like you use an observant, we observe the structure, we observe body language, we observe any aspects of the speech and the last one is seminar.</p>
2	2	<p>I also did group discussion with my friends.</p> <p>she gave us the videos related to our daily life, like we were watched the speeches of the experts and discussed like who is the best speaker we think. We also discussed like how to grab the attention, then how to organize the speech like uh.. Oprah and other experts.</p>
3	3	<p>There were individuals work and also group works. But, I think there are a lot of individual work si, for</p>

		<p>the group work was only uh... giving feedback to other group about our analyzation.</p> <p>In self-introductory kan we explained ourselves right? What do we want to introduce to people? For example achievements or maybe family, like if it is family we have to bring family picture and we were not directly asked to perform or prepare gitu, but at first Bu Nina gave us video on how to do self-introductory. The same happened to informative speech, the technique was by using video from Ted Talks, if I'm not mistaken, after that we were asked to perform it in the front class kak.</p> <p>For the impromptu speech, we were asked to take uh... a piece of paper gitu, then we were asked to open it and there would be written the topic that we were going to present in front of class. We were given ten minutes for the preparation the impromptu speech, then we performed it one by one, without any text of course</p>
4	4	<p>First analyzing the speaker from that Ted X, how the introduction is, how the attention grabber, what the content is, and how the speaker conclude their speech. So, we analyzed from the video</p> <p>For the activities ya we we did some kind of discussion at the first time. For the first time kan, she would tell us about the videos from the speakers who are indeed good, from the experts, then we were put in groups and in the group we have to analyze the points in the introduction, how the introduction is,</p>

		<p>how the attention grabber is, then how they deliver the points, the transitions for each points, and the way uh... they tell the conclusion so that it can end in a smooth way gitu loh, so that it is not remained as an unfinished conclusion</p> <p>First we were asked to find a video and it's up to us for who speakers we want to show and of course the language has to be in English. After that, we have to analyze it, then present it to the audience about what we got from the video and we have to make it by ourselves and there are some videos which we watched si, then we were also asked to make the scripts.</p> <p>The point is, in class, what we did is discussion only, only speaking.</p> <p>For example, we have to come to in front class for practicing. We often did it in class. I think, in a month, we could be practicing only, or maybe it took times for two months.</p>
5	5	<p>When she taught us for the first time, she gave us the title first, like the introductory speech kan. She gave the book and that book gives explanation what is introductory speech, then she explained it to us from what the book said.</p> <p>After explaining the aim and the definition, she gave us one of the videos about introductory speech from the expert who has been popular. From the video, we were asked to analyze the video, and give our</p>

		<p>feedback or comment the video either the pronunciation, the idea, what is being talked about, then how he delivers it kan. Nah, from making the video analysis, after giving our feedback, the next meeting we were asked to make a speech from what we have watched</p> <p>Every feedbacks is divided into several groups. Group one discussed about the main point, group two discussed about the techniques, then eye contacts</p>
6	6	<p>So, there are three speeches right? The first one is self-introductory. Before we perform, Bu Nina gave us the videos related to public speaking and also the example of scripts gitu. We were asked to analyze the techniques, the structure. After that we were asked to make the text and we can choose whether we want to introduce ourselves or friend kayak gitu. And most of us, because my classmate were afraid to be seen narcissistic gitu ya, most of us chose to introduce friends. But actually Bu Nina wants us to introduce ourselves because when we introduce ourselves, we were like showing the good sides only gitu ya. And in the end it became like ‘telling their story gitu, telling people like “Thank you for being my friend’, so it was not related at all gitu.</p> <p>For the impromptu, it’s really surprising gitu ya. Bu Nina didn’t tell us anything gitu kan. But, because we were the last class at that day so we’ve already known it from the previous class. She actually mentioned that we would do impromptu</p>

		<p>speech also, but she didn't tell us for the techniques. So when Bu Nina came to the class, she just offered us a bowl contains of papers with topics on it, then we take one paper, after that we were given time for 10 to 15 minutes to make the script, then we were called one by one. But, honestly if we haven't known it from the previous class, it would be really impromptu gitu ya, but because we have known it, so there are students who have prepared gitu. I didn't get the chance to perform, but I remember that I got menstruation topic gitu. Luckily I'm a girl gitu, what will happen if the topic was chosen by the boys?. I mean why the topic didn't general at all?</p> <p>The third one, in the beginning Bu Nina told us to make seminar. At first, we haven't been told what kind of seminar it is, she just like mentioned seminar while explaining to us the informative speech. So we get confused gitu, why do we need to make a seminar while she explaining the informative speech? But later on after we do a lot of consultation so we were like ohh that's it. The seminar is about informative speech gitu.</p> <p>We weren't taught the persuasive speech, so we just confused right? Even it's me who made the mistake gitu. In the first practice, we presented our speech gitu, but unfortunately my speech turned out to be persuasive gitu. But ahamdulillah gitu because there is an example of persuasive, so Bu Nina taught us the persuasive speech. But I don't know for the other classes whether or not they were told the difference of persuasive and informative.</p>
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		<p>Bu Nina like gave us the task first gitu, then we were given table to analyze. We have to do it in group kan ya, then we have to present it. But it's not like we present it in front of the class gitu, but more like we discussed it only. So it's like group one, what do you think about this part gitu, but it's really like one group made one circle.</p>
7	7	<p>For the task ya, it was uh.. she often asked us to read ebooks related to public speaking from her. Then, we were asked to make some examples about the public speaking. We were told that there are some methods gitu kan in.. for example in the first meeting what method we discuss, then we were asked to make the speech, then we have to do consultation and it spent some meetings. The last we did the test gitu.</p> <p>Bu Ati gave us videos related to public speaking, but most of it is about the techniques or how to deliver the speech aja si like attention grabber. Starting from the techniques of self-introductory, Bu Ati only told us to make introductory speech, but uh... it's all about ourselves si, but we have to bring a thing that represent ourselves gitu whatever it is. After that, we were given the time to consult. And for those who had consultation, and when we think the representation doesn't suitable for us, then we have to change it gitu, then uh.. usually in the first meeting she like explained it to us, then the second meeting we did consultation, then we performed gitu si kak.</p>

	<p>For informative speech, Bu Ati is more like telling us th difference between informative and persuasive speech. Because there was a time when we had already given the material, and my classmates were asked to make the script speech and we already performed nih, so formerly uh.. there are four cloter, so four students have to performe in one meeting, but the cloter one, most of them, uh.. we were asked to make informative speech, but they performed persuasive speech gitu because it's hard like to differentiate persuasive and informative right? So she was like explaining to us again that the point in informative is only to inform, you don't need to use any persuasive words.</p> <p>Initially, Bu Ati discusessed with literature lecturer to held a seminar, but I don't know a few weeks before the seminar, she told us that we couldn't hold a seminar, instead we would perform persuasive speech only and because we have understood the persuasive speech, so it's easier to make it si.</p> <p>Bu Ati is more like explaining to us, what we want to deliver then how you deliver it by doing this and that. We didn't ask to analyze the video in detail si kak. So we just like watch it and shared our opinion what we get from the video. So it's more like, what do you think about this speech? Does it fill up what we have learned like the attention grabber, then we compare it with another video. But, I don't remember who the speakers are.</p>
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7. Self-Esteem and Confidence

No.	Participant	Findings
1	1	Yes of course the activities and materials provided by Miss Nina helps me. At least, it shows me how to do it perfectly and appropriately maybe.
2	2	What Bu Nina taught me in class, it helps me a lot to build up my self-esteem and also my skill in public speaking. She was like support us from behind gitu loh kak by giving us the videos, so that we have more reference, like asking us to practicing our speech in front of the class and our friends give their feedbacks.
3	3	The first activity si ya help us in build up our self-esteem
4	4	<p>The second one is she gave us sources from Youtube, for example like Ted X gitu and I think it's really inspiring for me. And when she showed the video, it's like, "Oh this is the way how to speak in public, these are the techniques, these are the situation when you speak in public," and I can be for what I am today is because I follow her suggestion, somebody's way how he can be so fluent to speak in public.</p> <p>She said whatever we know, just say it. Just try to tell people about our ideas with speaking. In short, she really try to make us be more confidence in speaking.</p> <p>What Bu Nina gave to us in class, it actually really helps us in building up our confidence. Ya kan for</p>

		<p>the first one, she demanded us to be more active to speak in class, that is automatically help us in building up ourselves, pushing ourselves to be more like ‘wah, I have to be more active to speak in class nih’. Then the second one from the resources, as you know, I really get so much information and knowledge. So, truthfully, it motivates me to have the ability like that speaker. Just like on the D-day of seminar, withouth telling us, she really showed us the role model which is not only in video, but physically, she brought us Deri-my senior in ED. it also motivates me to be better. If Deri can do it, why cannot I?</p> <p>The good points of this public speaking class is Bu Nina gave us a lot of valid resources and the speakers are very competent in their area lah to make myself be more motivated</p> <p>What makes me be myself today, I mean being able to speak in public, in public speaking class is because the first one is because of the role of the teacher. Because of the teacher itself , and since she often gave us feedbacks, that was make me be more motivated</p>
5	5	<p>I really love the way her teaching is. She, who is so expressive ya, makes us become more motivated gitu and she inspire me a lot with her teaching</p> <p>Alhamdulillah every time I performed, my friends support me, it makes me more confidence to speak in front of them, also Alhamdulillah so far every</p>

		<p>time I gave my speech and performance, Bu Nina always gave me helpful feedbacks.</p> <p>Her feedbacks also build up my confidence, even though just like what I said kan, she likes to give the feedback boldly and so frontal, but ya it's really helpful like when she said, "oh you need to interlude here, you miss something here, oh you need to be better, if the theme is like this you need to give an introduction like this, if the points are to basic you need to be more high standard," because she is a perfectionist kind of teacher ya, so her students are demanded to give their best performance gitu, kak.</p> <p>I think I will give 9 scale to myself. During joining this class, I tried my best to show the best of me, especially in public speaking skill. I also expected that I can get an A in this class. In fact, yes, the lecturer gave me A-. I did realize of my ability in this course, my strength and my weakness.</p>
6	6	<p>Bu Nina motivates us from the speaker gitu, for example when we watched Oprah's speech, she also explained to use Oprah's background like who is Oprah and how her life used to be.</p> <p>I think I need self-esteem in public speaking. Because I'm more like this is my stage, and this is what I want to inform to you. Like I'm the most right person, the only who understand my topic. So, I think I'm so confident when I perform on stage, but after I watch the video I was like hahaha it's funny gitu. Before I join the public speaking class, I think</p>

		<p>it's 8. But after join the class it's 9. I'm also type of situational self-esteem si kak.</p> <p>But personally, I motivate myself si kak. Ya even though people say something, but I don't agree with it ya I won't do it. But if I do really think I need to do it, ya I will do it.</p>
7	7	<p>Public speaking needs self-esteem so much kak because uh.. how do I explain it uh.. because when we want to speak in public ya everybody knows we want to inform this or want to persuade them about it. If we don't have self-esteem ya how can people interest with our speech, like when I want to interest other to listen to my song, how can I persuade them if I don't have self-esteem? Before I joining the class my scale is 9 for confidence, it's like 9,5 sih.</p> <p>I'm a like general self-esteem also situational. Like when I think this person can help me increasing my self-esteem ya I will hear his or her advice.</p>

8. Constraints and Advices

No.	Participant	Findings
1	1	<p>The lecture sometimes do not give us such example of our people speaking in a good public speaking way. So they are different as I told you before EFL and those native speaker right, so the thing that of course we have to have our own reference on native speaker, but to do it in EFL way might have some tricks and cheats differently from the native speaker speaking. So, I guess just the lack of it and I guess I</p>

		<p>hope that could give some speech maybe in front of the classroom. Maybe that must be good.</p> <p>Miss Nina also like that she is never practices her own speeches in front of the classroom.</p> <p>I guess Miss Nina only suggest us from the beginning, for example when I took the content of debating, okay debating is good then I should say okay debating is good then you must be like this, but then when I made it oh yeah this is the thing that I want, so there is no such what is it dealing process between my ideas and her ideas did you get it? And she doesn't like do evaluate it, I guess so. So, in evaluating the techniques it's very good that she evaluate our techniques, but not in our content perfectly that's what I meant okay</p>
2	3	<p>Bu Nina gave us too narrow topic, it is like the topic might be unfamiliar for some students, not a general topics. It was too specific, for example there was a students who were asked to explain about computer or the abbreviation of an disease and they have no idea about the topic, then he did not what need to be explained.</p> <p>For the seminar, I personally think ya there would be uh... one of the... what it's like uh... the key speaker, wouldn't it? There would also informant and so on. Nah, yesterday, it was like the other tasks we have done before in class. What makes it different was only who comes. The audience were our friends. Maybe we'd better not to call it seminar</p>

	<p>kali ya. I think if it is really seminar try to make a real seminar. Maybe it needs more investigation ya about the seminar, on how you want to conduct the seminar because what we did was not different with what we have done when we did impromptu speech or informative speech. It was just the audience was much more than in class. The technique itself was not much different ko kak. For example, MC (master of ceremony) gave welcome speech just for the formality only. I did not feel the difference gitu that this was a real seminar. It cannot make more confidence.</p> <p>At first they thought it would be fun to be taught by Bu Nina because we haven't gotten Bu Nina's class yet, and we have only taught by her in this public speaking class. At first, I was so exciting because Bu Nina is a type of enjoy, expressive of person, but when her mood is changed, so does her way in teaching. For example, a friend of mine was asked about her opinion about the video we have watched, but after she gave her opinion, Bu Nina pointed out that her opinion was wrong and it made her mental down. She has put an effort to give her opinion, so why Bu Nina did not appreciate it?</p> <p>From what I see, it needs a personal approach between us and Bu Nina. Just like when my friends performed and delivered their material, she gave the feedback based on the way of delivering the material subjectively, not like what you have to do si to deliver it objectively. I think this class is supposed</p>
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		<p>to motivate the students more so that we can have such spirit in learning. From what I see si, she has the intention to motivate us or build our self-esteem up, but it failed kak. I personally did not feel like this class help me in building my self-esteem.</p> <p>I think the teacher really need to do a lot of preparation in technique to keep the mental of the students itself. Teacher can tell them first in the previous meeting that on the next meeting they will have to do impromptu test. Then, I hope that the teacher will give general topics, like what everyone knows gitu kak. Also about the last project, the seminar. I think it needs to be studied deeply whether it really help students in learning public speaking or not.</p> <p>Also about the teacher's role, it still need to be considered. What I mean is like teacher needs to see students' condition like not every student can be pushed to do this and that.</p> <p>Just like what Mr. Johnton once did in my class. He was being substitute teacher in Bu Hanif's class. He taught us about discourse analysis gitu and his teaching style was very good and fun. It triggered us to speak more. So every time we gave our opinion, he would give a compliment to us like "oh that's a good question", even though we ask such a silly question gitu loh or even though our grammar is wrong</p>
3	4	Then also for the weaknesses of the class is we were really pushed to practice, but Bu Nina was actually

		<p>rarely giving us the theories of public speaking in details gitu loh. We were indeed demanded to read a lot si truthfully, but... but for ourselves, reading without some guidance did not work out.</p>
4	5	<p>Bu Nina likes to give such bitter comments and such a killer lecture, but the result of the course she was conducted is really helpful and appropriate. From her bitter comment who hurt me si because in the past she told me, “I am a lecture who would say whatever I feel. When I say I don’t like it, I will say it.” and that is my first time having a lecture like that and for the first time I felt like I come to a lion’s cage gitu loh.</p> <p>I did the presentation as the first volunteer, becoming guinea-pig kan, my group did the presentation and at that time I was speaking so fast because I always speak too fast right, then when I finished the presentation she said to me, “What are you talking about? Your pronunciation kok so bad si? I don’t understand what you were talking about.” And that was like making me feel like, “Oh God, I’m down, very very down”. Wow, it was hurt me so bad kan to hear it and that was the time when I thought, oh so what was the senior said is true. She is such a killer lecture. What she is thinking, she say it just like that and it hurts so bad. Much less, that was our first time kan in class when we were still plain. We didn’t know her yet and every time I meet her just likes ah I’m so lazy to see her, even though her teaching is good.</p>

		<p>Anyway, I really like to give my opinion, right, and that was a time when she said, “Don’t you have any other opinion?” It’s like I was dropped, I don’t know what mistakes I made in that class, I was always dropped by her, but until whatever I know, I always show it. I always show what I can do, my talent, and that was like interesting for her and that was like she acknowledge me.</p> <p>I think I will give 9 scale to myself. During joining this class, I tried my best to show the best of me, especially in public speaking skill. I also expected that I can get an A in this class. In fact, yes, the lecturer gave me A-. I did realize of my ability in this course, my strength and my weakness.</p>
5	6	<p>I didn’t get the chance to perform, but I remember that I got menstruation topic gitu. Luckily I’m a girl gitu, what will happen if the topic was chosen by the boys? I mean why the topic didn’t general at all?</p> <p>My difficulties is uh.. I actually like to improvise my speech ya, so I don’t like writing the text because I cannot memorize it. So it’s like useless gitu. So it’d b better for me to make the sequence only, but for the first task because I was asked to make the script then I wrote it, but when I performed, it didn’t the same at all with what I wrote. But I remember the points. So it’s like I have lack in preparation, because I lack in memorization ya, actually I remember the point but I don’t remember the</p>

		<p>sequence, but if I do a lot of practice I believe I would memorize it.</p> <p>I hope the teacher would give chance to perform for those who have practices because actually Bu Nina, with her character, gave the feedbacks for each person were different gitu. Because uh.. sometime this person is actually okay, but she still gave lot of feedback because ya we did not better than before. So I hope she would give a proper feedback to students like which one needs to improve gitu. I also hope she teach us how to do a speech as an mc, news anchor, and so on gitu, like making a role play gitu.</p>
6	7	<p>... Formerly the literature students were also asked to hold a seminar too, but there are some troubles finally the third one is persuasive speech gitu.</p> <p>Initially, Bu Ati discussed with literature lecturer to held a seminar, but I don't know a few weeks before the seminar, she told us that we couldn't hold a seminar, instead we would perform persuasive speech only</p> <p>I'm really satisfied with my class in public speaking. But my advice is I hope she can do a better coordination with other lecturer gitu kak, like when we were so excited to hold a seminar but turns out we have to perform persuasive speech,</p>

INTERVIEW GUIDELINE

NO	TOPIC	SUMMARY
1	Syllabus Design	<ul style="list-style-type: none"> • Functional syllabus represents the communicative competence in which the language used (invitation, suggestion, refusal, and so on) • Notional syllabus focuses on the conceptual meaning or the content students want to express (time, space, object, logical relationship, cause, effect, and so on) • Functional-notional syllabus deals with “what people want to do or what they want to accomplish through speech”
2	Student's Tasks	<ul style="list-style-type: none"> - Speaking to inform: speech about objects, processes, events, and concepts. - Speaking to persuade - Speaking to special occasion: speeches of introduction, presentation, acceptance, and commemorative speeches
3	Learning Activities	<ul style="list-style-type: none"> - Role play - Whole class: teacher guides the whole class through task - Group work - Pair work - Impromptu
4	Motivation	<ul style="list-style-type: none"> - Intrinsic: know your own responsibility - Extrinsic: reminded by other
5	Constraints	<ul style="list-style-type: none"> - Lack in grammar - Lack in vocabulary - Lack of fluency - Less preparation - Lack of information - Less self-esteem - Unmotivated
6	Teacher's Role	<ul style="list-style-type: none"> - passive technicians: Conduit - reflective practitioners: facilitator - transformative intellectual: change agent - prompter: trigger students' initiative in learning process - participant: directly lived up the activity

		<ul style="list-style-type: none"> - Feedback provider: giving the appropriate feedback in particular situations.
7	Learning Strategies	<ul style="list-style-type: none"> - Cognitive: reasoning, analysis, note-taking, summarizing, synthesizing, outlining, recognizing information, practicing in naturalistic settings, practicing structures and sounds formally, and memory-enhancing strategies - Metacognitive: planning, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success - Affective: synchronizing emotions, attitudes (read referential books or information), and motivation - Social: interacting with people who use the language
8	Post Method Pedagogy	<ul style="list-style-type: none"> - Maximize learning opportunities: defines as teaching as a process of creating and utilizing learning opportunities - Maximize perceptual mismatches: emphasizes the recognition of potential perceptual mismatches between intentions and interpretations of the learner, the teacher, and the teacher educator - Facilitate negotiated interaction: defines as meaningful learner-learner, learner-teacher classroom interaction in which learners are entitled and encouraged to initiate topic and talk, not just react and respond - Promote learner autonomy: helps learners learn how to learn, equips them with the means necessary to self-direct and self-monitor their own learning - Foster language awareness: draws learners' attention to the formal and functional properties - Activate intuitive heuristics: provides rich textual data so that students can infer and internalize underlying rules governing grammatical usage and communicative use - Contextualizing linguistic input: highlights how language usage and use are shaped by linguistic, extralinguistic, situational, and extrasituational contexts; - Integrate language skills: combines listening, speaking, reading, and writing skills

		<ul style="list-style-type: none"> - Ensure social relevance: be responsive to societal, political, economic, and educational environment - Raise cultural consciousness: serve students as cultural informants
9	Materials	<p>Types of materials:</p> <ol style="list-style-type: none"> 1. Instructional materials: focused on activities with predefined instruction, certain objectives, whereby teacher and learners aim to attain pre-described objective. For example: books, worksheets, samples of item we are teaching about, pictures, CDs with music, audio CDs with samples of music, charts and graphs 2. Exploratory materials: help in exploring a feature of language or language use and making discoveries for themselves. For example: reading text in which the simple past tense is used and then working out from this and other samples how the simple past tense is formed and when, why and how it is used. Also called as language awareness or consciousness raising approach 3. Experiential Materials: provide students with a holistic experience of the language use, then getting them personally to the meaning of the text or analyze a language feature or the text. For example: reciting to them a moving poem written by an 'old, old woman', getting them to discuss their attitudes towards the old woman, getting them to write a similar poem about themselves, getting them to focus on why and how the old lady uses the simple present tense and then getting them to revise their own poems. Suitable for learner who love to learn by doing things themselves. 4. Elicitative Materials: simulative by nature or try to get students use a certain feature of the language without telling them to do so. For example, a description of weather patterns in their region which would normally make considerable use of the simple present tense.

10	Self-esteem	<p>It is a personal judgment of worthiness that is expressed in the attitude that individuals hold towards themselves. There are three levels of it:</p> <ul style="list-style-type: none">• general or global self-esteem: helped by active or extended therapy• situational self-esteem: involves self-appraisals in specific life situation, such as social interaction, work, education, home, intelligence, communicative ability, athletic ability, gregariousness, empathy, and flexibility.• task self-esteem: comes from a certain task. It means self-esteem based on one's self-evaluation of a certain aspect of the process of subject learning.
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INTERVIEW PROTOCOL

Asking participants' identity:

- Name :
- Class :
- Address
- English language education background/ background of english language knowledge (non formal education)

NO	RESEARCH QUESTION	INTERVIEW QUESTION
1	What is profile of Public Speaking class in English Department of UNJ? <ul style="list-style-type: none"> - Methodology - classroom management - learning strategies - tasks - learning activities - learning assessment 	<ol style="list-style-type: none"> 1. How do you see the teacher's role in Public Speaking class? 2. How do you see students' role in Public Speaking class? 3. What activities do you do in Public Speaking class? 4. What tasks do your teacher give you to do in Public Speaking class? 5. Do you think learning Public Speaking through seminar is better or worse? Why or why not? 6. How do you see the classroom environment in Public Speaking class? 7. What teaching materials' do your teacher use in Public Speaking class?
2	What learning strategies do students' use in Public Speaking class of English Department of UNJ?	<ol style="list-style-type: none"> 1. Do you consider yourself a good public speaker? 2. Do you have any experience as a public speaker before? 3. Tell me about how do you practice your public speaking? What is your learning strategies? 4. Do you have any other comments on your days in learning Public Speaking class? (Reeves cited in Barkauzen, 20) 5. What advice would you give to people who wants to join Public Speaking class?
3	What teaching strategies do teachers' use in Public Speaking class of English Department of UNJ?	<ol style="list-style-type: none"> 1. What teaching strategies do you use in Public Speaking class? 2. Do you think the strategies you used is effective? 3. Do you have any other comments on your days in teaching Public Speaking class? (Reeves cited in Barkauzen, 20) 4. What advice would you give to people who wants to teach Public Speaking class?

4	How does Public Speaking class help students' in gaining self-esteem?	<ol style="list-style-type: none">1. Do you have any experience as a public speaker before?2. How do you feel when you have to present your speech in your class seminar?3. Do your teacher give some advice for you to gain confidence? How?
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INTERVIEW QUESTIONS

Students' Questions:

1. What is public speaking for you before you join the class?
2. What is public speaking for you after you join the class?
3. How do you see the teacher's role in Public Speaking class?
4. How do you see students' role in Public Speaking class?
5. What activities do you do in Public Speaking class?
6. What tasks do your teacher give you to do in Public Speaking class?
7. Do you think learning Public Speaking through seminar is better or worse? Why or why not?
8. How do you see the classroom environment in Public Speaking class?
9. What teaching materials' do your teacher use in Public Speaking class?
10. Do you consider yourself a good public speaker?
11. Do you have any experience as a public speaker before?
12. Tell me about how do you practice your public speaking? What is your learning strategies?
13. How do you feel when you have to present your speech in your class seminar?
14. Do your teacher give some advice for you to gain confidence? How?
15. If you have to scale your self-esteem from 1-10, what score would you give to yourself?
16. Do you have any other comments on your days in learning Public Speaking class? (Reeves cited in Barkauzen, 20)
17. What advice would you give to people who wants to join Public Speaking class?

Teacher's Questions:

1. What is public speaking for you?
2. What task do you ask your students to do?
3. What activities did you conduct in order to motivate your students to speak?
4. What teaching strategies do you use in Public Speaking class?
5. Do you think the strategies you used is effective?
6. How do you assess your students in public speaking class?
7. How do you evaluate your students in public speaking class?
8. How do you motivate your students?
9. What method do you used in order to teach public speaking? Why?
10. How do you design the syllabus for public speaking class?
11. How do you design the materials to support your class?
12. How do you maintain your role as a teacher in class?
13. Do you see any constraint while you teach public speaking? What is it?
14. Do you have any other comments on your days in teaching Public Speaking class? (Reeves cited in Barkauzen, 20)
15. What advice would you give to people who wants to teach Public Speaking class?

AUTHOR BIOGRAPHY



ILMIATI IKHTIARI SUSAMSA was born in Kulonprogo, 4 August 1994. Her Parents are Drs. Susamsa, M.Pd. and Yustini. She has one sister and one brother, his name is Izzati Amalia Sholihah and Muhammad Agung Pambudi. She started her education at TK ISLAM SAHABAT, and then she continued her study at SDN 03 JAKARTA. After that, she was being a student at SMPN 275 JAKARTA and graduated on 2009. She continued her study at SMAN 14 JAKARTA and graduated on 2012, and then she is being a student of English Language Education Study Program at State University of Jakarta. Almost more four years she learned a lot there and finished her thesis. On 26 January 2017, she passed her thesis examination.

She wishes that this thesis can give benefit for readers. She also wishes for suggestions or advices about this thesis to enrich her knowledge. She can be contacted on 081219557818 or ilmiatiikhtiari@gmail.com