

***“PUBLIC SPEAKING”* PROGRAM AT DAAR EL-QOLAM ISLAMIC
BOARDING SCHOOL**



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ABSTRACT

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Public Speaking is a kind of oral communication in which one person constitutes as the speaker and others are listeners or audiences. A phenomenon related to *Public Speaking* program happened in Daar El-Qalam Islamic Boarding School. Gintung, Jayanti, Tangerang, Banten. The members come from the tenth, eleventh, and twelfth grader of Senior High School students and this program had been implemented for forty two years . This study aimed at describing the implementation of *Public Speaking* program at Daar El-Qolam Islamic Boarding School and gaining the members’, instructors’ and English teachers’ opinions about the implementation of the program. This study was a case study research in which the data were gathered through observation, interview and document analysis. The subject of the study was the eleventh grader. 92 members, 2 instructors of *Public Speaking* Program and 2 English teachers had been interviewed in gathering the data. The result of the study were gained from the observation and interview. From the observation, there were some principals of Public Speaking had been implemented. The principles are : 1) The members had implemented informative speech; 2) The members had implemented memorized and impromptu speech; 3) There was Public Speaking model; 4) There are three fundamental principles applied, such as preparation, practice the speech outline, and practice the speech delivery; 5) The teaching styles of *Public Speaking* program was almost the same with the Toastmasters approach. 85 interviewed members thought that *Public Speaking* program had improved their speaking skills and 92 members thought that *Public Speaking* program helped them in learning English subject. Furthermore, based on the opinions of instructors and English teachers, the program and English subject had affected one another especially in improving speaking skill. The material used by *Public Speaking* program was not complete. Some principles of Public Speaking were not mentioned.

Keyword: Public Speaking

ABSTRAK

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Public Speaking adalah jenis komunikasi lisan dimana satu orang berperan sebagai pembicara dan yang lain sebagai penonton. Fenomena yang berhubungan dengan program *Public Speaking* terjadi di pesantren Daar El-Qolam, Gintung, Jayanti, Tangerang, Banten. Anggota program adalah murid SMA kelas X, XI, XII. Penelitian ini bertujuan untuk menggambarkan penerapan program *Public Speaking* di pesantren Daar El-Qolam dan memperoleh pendapat-pendapat anggota, instruktur, dan guru-guru bahasa Inggris mengenai penerapan program tersebut. Penelitian ini menggunakan metode studi kasus dimana data diperoleh melalui pengamatan, wawancara dan analisis berkas. Subjek penelitian adalah murid kelas XI. 92 anggota, 2 instruktur dan 2 guru bahasa Inggris telah diwawancarai dalam proses pengumpulan data. Dari pengamatan yang telah dilakukan, Ada 5 prinsip *Public Speaking* yang telah diterapkan. Prinsip-prinsip tersebut adalah: 1) Anggota program telah menerapkan informative speech 2) Anggota program telah menerapkan memorized and impromptu speech 3) Terdapat model Public Speaking 4) Ada 3 prinsip dasar yang telah diterapkan, seperti : persiapan, latihan pidato, dan latihan dalam menyampaikan pidato. 5) Teknik mengajar program *Public Speaking* hampir sama dengan pendekatan Toastmasters. 85 anggota telah diwawancarai, mereka berpikir bahwa program *Public Speaking* telah meningkatkan keterampilan siswa dan 92 anggota berpendapat bahwa program *Public Speaking* telah membantu mereka dalam belajar bahasa Inggris. Selain itu, berdasarkan pendapat-pendapat instruktur dan guru bahasa Inggris, antara program dan pelajaran bahasa Inggris saling mempengaruhi satu sama lain, khususnya dalam meningkatkan keterampilan berbicara. Adapun materi yang terdapat pada program *Public Speaking* belum mencakup semua prinsip-prinsip *Public Speaking*.

Kata kunci: *Public Speaking*

GLOSSARY

- Public Speaking** : oral communication skill which one person constitutes as a speaker and others are listeners
- Public Speaking program*** : program of Public Speaking implemented at Daar El-Qolam Islamic Boarding School.
- Public Speaking Program** : program of Public Speaking which used the principles and features of Public Speaking theories
- English for Specific Purposes** : approach that emphasizes the learners' specific needs
- Teaching Styles** : teaching technique
- Opinion** : the views of people in general
- Feedback** : information how good or useful something's work
- Speech** : formal talk that a person gives to an audiences
- Channel** : medium of communication
- Perception** : understanding, idea, knowledge
- Informative speech** : a message of speech contains new information
- Persuasive speech** : a message of speech is to change the audiences' behaviors or attitudes
- Entertaining speech** : a message of speech is to entertain the audiences

Momentary speech	: lasting for a very short time
Impromptu Speech	: the speech which is delivered with little or no immediate information
Memorized speech	: a speech delivered by memorizing the script of speech
Manuscript speech	: a speech that is written out word for word
Extemporaneous speech	: a speech that is prepared and presented from a brief set of note
ASSURE Model	: classic style in teaching Public Speaking
Toastmasters Approach	: modern style in teaching Public Speaking
Speaker	: person who delivers the speech
Receivers	: audiences who listen and react to the speaker' speech
Message	: the content of the speech

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Public Speaking has been taught and studied around the globe for thousands of the years. In classical Greece and Rome, Public Speaking played a central role in education and civic life. Public speaking is communicating in one to many setting which is characterized by the formal and structured presentation of message (Gibson M.S., 1987). It is a kind of oral communication skill which one person assumes as speaker while the others constitute the listeners or audiences (Patton, 2000). Further, there are five elements involved in Public Speaking model, they are source (speaker), receivers (listeners), message, feedback and setting.

Public Speaking has many benefits. Public Speaking skills are keys to success in workplaces that span many different disciplines (Carlin, 1994). For example, Public Speaking was ranked fourth of thirty eight categories. It is the most needed skills for an engineering career, as identified by participants in the engineering discipline (Osborn, 1991). The major benefits of Public Speaking can be defined into three areas: 1) Personal and social benefits; 2) academic benefits; 3) career benefits.

Further, Public Speaking is considered as an oral communication skill (Huckin, 1988). It is a kind of dynamic transaction between one who is speaking and ones who are listening (Scott, 2000). The activity of Public speaking can be in the form of oral presentation (Lucas, The Art of Public Speaking, 2004). In addition, oral presentation is a

kind of speaking monologue and it is a kind of spoken activity in English for Specific Purposes (John, 1998) in Pijri (2009). Thus, learning Public Speaking is the same as learning the spoken activity of English for Specific Purposes.

There are three types of Public Speaking (Zarefsky, 1996): informative speech, persuasive speech, and entertaining speech, and also there are four types of Public Speaking delivery methods, such as: manuscript speaking, memorized speaking, impromptu speaking and extemporaneous speaking. In addition, there are four fundamental principles of Public Speaking. They are: 1) Preparation, 2) Organization of speech materials, 3) Practice the speech outline, and 3) Practice the speech delivery.

Teaching styles of Public Speaking are varied. There are at least two varieties of teaching Public Speaking. The first called ASSURE model which is recognized as teacher-centered learning (Reppert, 1997) and the second is Toastmasters Approach (Chih, 2008), that is stressing the learners as the center of learning because most of activities are done by the learners. Furthermore, in deciding the learning activities, methodological approaches need to be considered. Dudley-Evan and John (1998) state that there is no best way in teaching English for Specific Purposes, in this research means Public Speaking. Thus, the teachers or instructors of Public Speaking are the core parts in deciding appropriate design of learning activities for the learners.

A phenomenon related to Public Speaking occurred at Daar El-Qolam Islamic Boarding School called *Public Speaking* program. For forty two years, *Public Speaking* program had been implemented, the reasons of having *Public Speaking* as a program is to make the members practice their speaking skill so that they can improve their English

speaking skill and speak formally in public. Every member is obligated to prepare a speech before delivering it in front of their audiences. Public Speaking is a kind of intra-curricular activity. It is an additional activity which the purpose is to strengthen the members' knowledge in terms of application. The members of *Public Speaking* program are from tenth, eleventh, and twelfth graders of Senior High school students of Daar El-Qolam Islamic Boarding School. Each grade has groups of Public Speaking. Here, the subject of the study comes from 7 *Public Speaking* groups from eleventh grader. Each group has 20 members. *Public Speaking* groups which come from tenth and twelfth graders are not allowed to be observed because the instructors said that the tenth grader was still early to be interviewed or asked about Public Speaking, they did not know deeply about *Public Speaking* program, While the *Public Speaking* groups from the twelfth grader were preparing oral and written examination so they could not be disturbed.

Basically, the implementation of the program is intended to facilitate the members in practicing their speaking skill by doing speaking activities, such as oral presentation. The members do the speaking activities in every meeting. They play and change roles (Master of Ceremony, speakers, audiences, etc) in doing the program.

Assumption related to the implementation of *Public Speaking* program is emerged. The fact that Public Speaking program is served to train the members in delivering oral presentation based on the principles of Public Speaking, so what this Islamic Boarding School has in their *Public Speaking* program for forty years. Besides, whether Public Speaking program is really conducted or not. Furthermore, most members

of Daar El-Qolam Islamic Boarding School said that *Public Speaking* program had helped them in improving English speaking skill. Hence, the research is needed to find out how the implementation of *Public Speaking* program and opinions of the members', instructors, and English teachers' on the program. Those are fundamental reasons in conducting this research.

1.2. Statements of the Research Question

There are two research questions, those are:

1. How is *Public Speaking* program at Daar El-Qolam Islamic Boarding School implemented?
2. What are the members', instructors' and English teachers' opinions on *Public Speaking* program implementation at Daar El-Qolam Islamic Boarding School?

1.3. Purpose of the Study

Based on the research questions mentioned previously, the purposes of the study are:

1. To describe how the *Public Speaking* Program implemented at Daar El-Qolam Islamic Boarding School.
2. To obtain the members', instructors' and English teachers' opinions about *Public Speaking* Program implementation at Daar El-Qolam Islamic Boarding School.

1.4. Scope of the Study

The scope of the study is the activities applied and the document used in *Public Speaking* Program at Daar El- Qolam Islamic Boarding School.

1.5. Significance of the Study

This study is considered beneficial in enriching researches related to Public Speaking. The result obtained from this study is to give input for those who want to deal with Public Speaking program especially in finding more information about how to implement Public Speaking program.

CHAPTER II

LITERATURE REVIEW

This chapter provides the theories related to the study. It presents a discussion of terms, conceptual framework and the previous related studies.

2.1. The nature of Public Speaking

Public Speaking is a type of speaking in which someone addresses a group of people for specific purposes (Lucas, 1992). It involves the speaker, the message and the listeners. That is, listeners react to the speaker directly and indirectly. It can be called as interactive communication process. Further, Public Speaking is a kind of dynamic transaction between one who is speaking and ones who are listening (Scott, 2000). The activities of Public speaking can be in the form of oral presentation (Lucas, *The Art of Public Speaking*, 2004). In addition, there are six basic components of the speech transaction, such as; situation, speaker and audience, message, interpretation of symbols (words and gesture), channels and perception (Bygate, 1987). Further, there are five elements involved in Public Speaking model, they are source (speaker), receivers (listeners), message, feedback and setting (Patton, 2000). These five elements are described below.

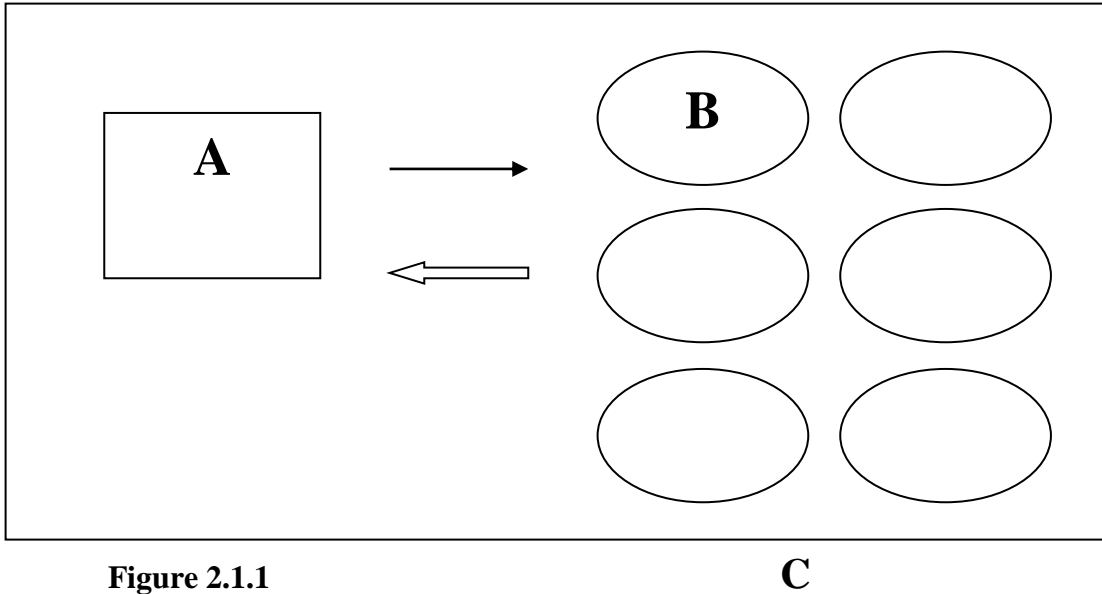


Figure 2.1.1

C

Notes:

A : Speaker

B : Listeners

C : Setting

→ : Message

← : Feedback

Public Speaking as the communication in one to many people is characterized by formal and structured presentation of message (Gibson M. S., 1987). It is a kind of oral communication skill which one person assumes as a speaker while the others constitute the listeners or audiences (Patton, 2000). It is stated in his book “Speaking for Results” that there are five general types of oral communication. First, intrapersonal communication, in which someone communicates with himself or herself by thinking.

Second, interpersonal communication, in which two people communicate each other face to face. For example in job interview or conversation between friends. Third, group communication, in which several people meet face to face to discuss a certain thing. Fourth, Public Speaking (Public Communication) is the interaction between the speaker and the receivers, in which the speaker presents the messages to the receivers in face-to-face setting. While the receivers may adopt what the speaker presents, do most or all of the talking. Fifth, mass communication, in which the speaker transfers the message to the receivers through mass medium, such as radio or television. Hence, in this study, Public Speaking is a kind of oral communication skills in which one person roles as the speaker and others are listeners or receivers and it can be in the form of oral presentation.

Furthermore, Public Speaking holds a particularly significant place in all elements of society (Varderber, 1985). Educators need Public Speaking to convey information to the students. Religious leaders use it to maintain the followers; politicians use to gain support or themselves and their causes. Businesspersons use to coordinate and promote their ventures, etc. In short, Public Speaking helps people to achieve the success.

In the same line, Public Speaking skills are keys to success in workplaces that span many different disciplines (Carlin, 1994). For example, Public Speaking was ranked fourth of thirty eight categories. It is the most needed skills for an engineering career, as identified by participants in the engineering discipline (Osborn, 1991). The major benefits of Public Speaking can be defined into three areas: 1) Personal and social benefits; 2) academic benefits; 3) career benefits.

For personal benefits, Public Speaking skills enable a person to communicate more effectively, to influence other beliefs and behavior, and to build self-confidence (Varderber, 1985). Furthermore, Public Speaking skills can provide positive social benefits by strengthening the ability to voice opinion (Carlin, 1994). In academic setting, Public Speaking can help learners succeed academically (Chih, 2008) that is capable in doing public presentation and group discussion. In addition, Public Speaking can promote the learners' speaking and listening abilities (Jaffe, 2001). Besides, it can motivate the learners in their learning (Bygate, 1987).

Research indicates that Public Speaking offers the career benefits. For example speech for employees is sometimes required for people who want to get a higher position in office (Carlin, 1994). Furthermore, Good communication skills help in job searches and in promotion to leadership position (Varderber, 1985). In short, Public Speaking can help people become more capable and active in careers, academic and socialization.

2.1.1. English for Specific Purposes and Public Speaking

English for Specific Purpose emphasizes the learners' specific needs. The purposes of learning English for Specific Purposes can be either occupationally or academically (John, 1998). From the historical background, the English for Specific Purposes was begun to respond the people's needs in English to some practical concerns (Huckin, 1988) , for example preparing non- English students to study in English Speaking countries, preparing the students in learning English

for business purposes, etc. From the statement, English for Specific Purposes is always about practical matter. In the same line, Dudley-Evans and John (1998) say:

“One of the main concerns of English for Specific Purposes has always been, and remains, in preparing learners to communicate effectively in tasks prescribed by their study or work situation”.

There are seven subdivisions of English for Specific Purposes. Those subdivisions of English for Specific Purposes are: 1) General English for Specific Purposes; 2) English for Academic Purposes; 3) English for Art and Design; 4) English for Business and Economics; 5) English for Legal Purposes; 6) English for Science and Technology; 7) English for Vocational Purposes (Brinton, 1998).

Further, Public Speaking is considered as an oral communication skill (Huckin, 1988). As mentioned previously, Public Speaking is a kind of dynamic transaction between one who is speaking and ones who are listening (Scott, 2000). The activity of Public speaking can be in the form of oral presentation (Lucas, The Art of Public Speaking, 2004). In addition, oral presentation is a kind of speaking monologue and it is a kind of spoken activity in English for Specific Purposes (John, 1998) in Pijri (2009). The examples of spoken activity in learning English for Specific Purposes are oral presentation (form of Public Speaking) and telephone conversation.

Thus, it can be concluded that Public Speaking and English for Specific Purposes correlate each other. Public Speaking as speaking monologue is a kind of spoken activity in learning English for specific purposes. Further, learning

Public Speaking means learning the spoken activity in English for Specific Purposes.

2.1.2. Types of Public Speaking

There are two types of Public Speaking based on the purposes (Lucas, The Art of Public Speaking, 1992). They are: 1) Informative speech and 2) Persuasive speech.

1) Informative speech

According to Stephen, informative speech is designed to convey knowledge and understanding. There are four kinds of informative speeches, such as: a) Speeches about objects. It means the speaker informs the listeners about an object that is anything visible, tangible and stable in form. For example: Speaking about US Army. b) Speeches about events. It means the speaker informs the listeners about the events, that is anything that happens or is regarded as happening. For example: Speaking about mountain climbing. c) Speeches about process. It means the speaker informs the listener about process of something happens. d) Speeches about concepts. It means the speaker informs the listeners about concepts. It includes beliefs, theories, ideas, principles and etc. For example: speaking about film theory, international law, etc.

2) Persuasive speech

Persuasion is the process of creating, reinforcing, or changing people's beliefs or actions. The ability to speak persuasively will benefit people in every part of life, such as in personal relations to community activities to career aspiration. Thus, speaking to persuade is speaking to some people which is the purpose is to get the listeners agree, and perhaps to act on that belief or to inspire people to action. There are two methods of persuasion, they are: 1) Building credibility. Credibility is the perception of the audiences whether a speaker is qualified to speak on a given topic. It means that the speaker has to make the audiences have a perception that the speaker is qualified to speak on a topic presented; 2) Using evidence. In classroom speeches, evidence is particularly important because few students are recognized as experts on their speech topics. Evidence is used to prove that thing/events delivered are strongly trusted. Evidence is supporting materials used to prove or disprove something. 3) Reasoning. Reasoning is the process of drawing a conclusion on the basis of evidence. It is needed to get listeners are influenced by the speaker's argument.

Besides, Public Speaking can be divided into three categories (Zarefsky, 1996), such as: 1) Informative. The speaker provides the listeners with new information. 2) Persuasive. The speaker presents the message to the listeners to change the attitudes or behaviours. 3) Entertaining. The speaker provides the listeners with momentary entertainment. In conclusion, there are three types of Public Speaking, they are: informative speech, persuasive speech, and entertaining speech.

2.1.3. Methods of Public Speaking Delivery

There are four kinds of Public Speaking delivery methods (Lucas, *The Art of Public Speaking*, 2008). They are: 1) Impromptu speech; it is a speech delivered with little or no immediate preparation. It can be called as accidentally speech. 2) Memorized speech; it is speech delivered by memorizing the script of speech has been prepared in advance. 3) Manuscript speech; a speech that is written out word for word and read to the audience. It means that the speaker only reads the speech prepared when they perform in front of the audiences. 4) Extemporaneous speech; a speech that is prepared and presented from a brief set of notes. So, the speaker brings a brief note when he or she delivers a speech.

In the same line, the methods of Public Speaking delivery are divided into four kinds (Andrews, 1985), they are: manuscript speaking, memorized speaking, impromptu speaking and extemporaneous speaking. So, it is concluded that there are four types of Public Speaking delivery methods, such as: manuscript speaking, memorized speaking, impromptu speaking and extemporaneous speaking.

2.2. Fundamentals Principles of Public Speaking

As mentioned previously, the examples of Public Speaking activity is oral presentation. In addition, there are four fundamental principles in Public Speaking (Varderber, 1985).

They are: 1) Preparation, 2) Organization of speech materials, 3) Practice the speech outline, 3) Practice the speech delivery.

The learners have to prepare the speech before the presentation. First, the learners have to select and find the materials of speech. The materials come from the learners' knowledge, observation, interview, source materials (magazines, encyclopedias, biographical sources, newspapers, etc.). Second, the learners have to organize the speech materials. It means that the learners have to make an outline of speech. The first step is preparing the introduction of speech, the second is preparing the body of speech, the third is preparing the conclusion of the speech and the last is evaluating the speech outline. A speech outline must be short, complete sentence, logic, organized and can be developed. Third, practicing speech outline. It means that the learner must practice the speech based on the development of speech outline they have made. Fourth, the learners have to practice the speech delivery. Before the learners perform their speech in front of the class, they have to know about kinds of speech delivery they will use. Then they can practice by themselves or in pairs. In short, at least there are four fundamental principles in doing Public Speaking activity. They are: 1) Preparation, 2) Organization of speech materials, 3) Practice the speech outline, 3) Practice the speech delivery.

2.3. Public Speaking Teaching Styles

There are varieties in teaching Public Speaking, for example the model is called ASSURE model (Reppert, 1997). Its steps are: 1) Analyze learners. Before having Public

Speaking program, the learners have to be analyzed related to their capability in public Speaking. Learners are required to submit typed outlines, and materials for assignment. Each student writes and delivers one minute speech individually with which he or she is paired. The instructor has to motivate the learners. This step is a kind of pre- test to the learners. 2) State objectives. The instructor states the objectives of every meeting in teaching Public Speaking. If there are six meetings, the instructor has to state the purpose of every meeting, then design the materials will be delivered to the learners in order to make the students understand about the definition, types of Public Speaking , methods of delivery, fundamental principles in Public Speaking, etc. 3) Select Media and Materials. The instructor has to select the appropriate media and materials needed in conducting Public Speaking Program. For examples: videotape, LCD, etc. 4) Utilize Materials. If there are six meetings, at least there are six subjects delivered to the learners, such as: Lesson 1: Introduction to oral communication. Lesson 2: Delivery styles. Lesson 3: Communication. Lesson 4: Critical speech analysis of peers. Lesson 5: Speech Topic Selection. Lesson 6: Impromptu Speaking. 5) Require learners' performance. The learners perform their speeches in front of the class. Before doing this step, the instructor has to give the explanation how to select materials, organize speech, practice speech and practice speech delivery and so forth. 6) Evaluate/Revise. To evaluate the Public Speaking Program, the post test is given. The learners are asked to bring topics on note cards to class. They are called randomly to select a topic, which can not be their own, and prepare an impromptu speech with one minute of preparation time. Learners must speak for one minute. They turn in their note cards at the end of the class.

Additionally, there is a form evaluation to assess the extensive speaking (Brown, 2004), such as oral presentation. Following is an example of checklist for a prepared oral presentation.

Oral presentation checklist

Evaluation of oral presentation

Assign a number to each box according to your assessment of the various aspects of the speakers' presentation.

Excellent = 3

Good = 2

Fair = 1

Poor = 0

Content:

- The purpose or objective of the presentation was accomplished
- The introduction was lively and got my attention.
- The main idea or point was clearly stated toward the beginning
- The supporting points were clearly expressed, supported well by facts, arguments.
-

The conclusion restated the main idea or purpose.

Delivery:

- The speaker used gestures and body language well
- The speaker maintained eye contact with the audience
- The speaker's language was natural and fluent
- The speaker's volume of speech was appropriate
- The speaker's rate of speech was appropriate
- The speaker's pronunciations was clear and comprehensible
- The speaker's grammar was correct and didn't prevent understanding
- The speaker used visual aids, handouts, etc. effectively
- The speaker showed enthusiasm and interest
- (*if appropriate*) The speaker responded to audience questions well.

Meanwhile, there is a modern approach used in Public Speaking called by Toastmasters approach and it is kind of learners-centered learning (Yu-Chih, 2008).

In each week, there is two-hour class meeting; the first hour is for learning related knowledge about Public Speaking. The course content and course activities are the

learners read the articles about Public Speaking, watch video demonstrations of speech delivery, discuss related issues, and role play.

The second hour is based on the Toastmasters meeting agenda. In the toastmasters approach, the learners may become creative by choosing a certain role in a class. Each learner can change their roles every week. For example the first week, a person roles as master host who arranges room and equipment. While in other weeks, he/she can act as Speech Evaluator who gives an oral evaluation of one of the prepared speech. This role play could be performed during the program with limited or certain period. Most learners are assigned to at least one role per meeting. For those who do not have a role to play in a specific week, it is still likely that the Table Topic Master or Joke Master will call them during the Table Topic Session to do an impromptu speech or joke session.

These following practices are done in class Toastmasters meeting. First, at the end of each Table Topic Session, the participants vote the Table Topic Speaker of the Day and instructor awards the winner with a certificate. Second, after the learners deliver their prepared speeches, the instructor gives each speaker individual written comments on certain things which need the improvement. Third, the learners attend at least one Toastmasters meeting club outside, and write the result of observation. Finally, each learner reviews the video recording of himself or herself and, during the Midterm and finals, submits the report of self observation about his or her strengths and weaknesses. It helps the learners to overcome the stage fright, to enhance the Public Speaking skills, to practice oral communication in English, to improve self-confidence, and to develop leadership skills. This is a method for the learners to understand the experience of

themselves and others and to seek solution toward the problems found in practicing Public Speaking. These are the roles in Toastmasters Meetings, they are: 1) Sergeant-at-Arms. Serves as a master host, arranges room and equipment for each meeting. 2) Toastmasters of the day. Act as the host and conduct the entire meeting. Introduce participant and each session Master. Give the conclusion at the end of the meeting. 3) Joke Master. Tells a one minute memorized humorous story or invites 3 or 4 members to tell a joke. 4) Master of Table. Topics prepared and issue the topics and randomly select the participants or audiences to respond to the topic in impromptu manner. Means Master of Table Topic invites 3 or 4 speakers to present impromptu speeches based on the topic prepared. 5) Prepared Speech Speaker. Presents a prepared speech with a certain topics. 6) General Evaluator. Evaluates the events happened throughout the meeting. 7) Speech Evaluator. Gives an oral evaluation of one of the prepared speeches. 8) Timer. Explains, arranges and decides the timing rules during a meeting. 9) 'Ah' Counter. Notes words and sounds that the speakers use as a pause filter during the meeting. 10) Grammarian/Word master. Shares new words, phrases or grammar rules with the learners and encourages them to use it during the meeting. The procedures and roles in a Toastmasters meeting are described below.

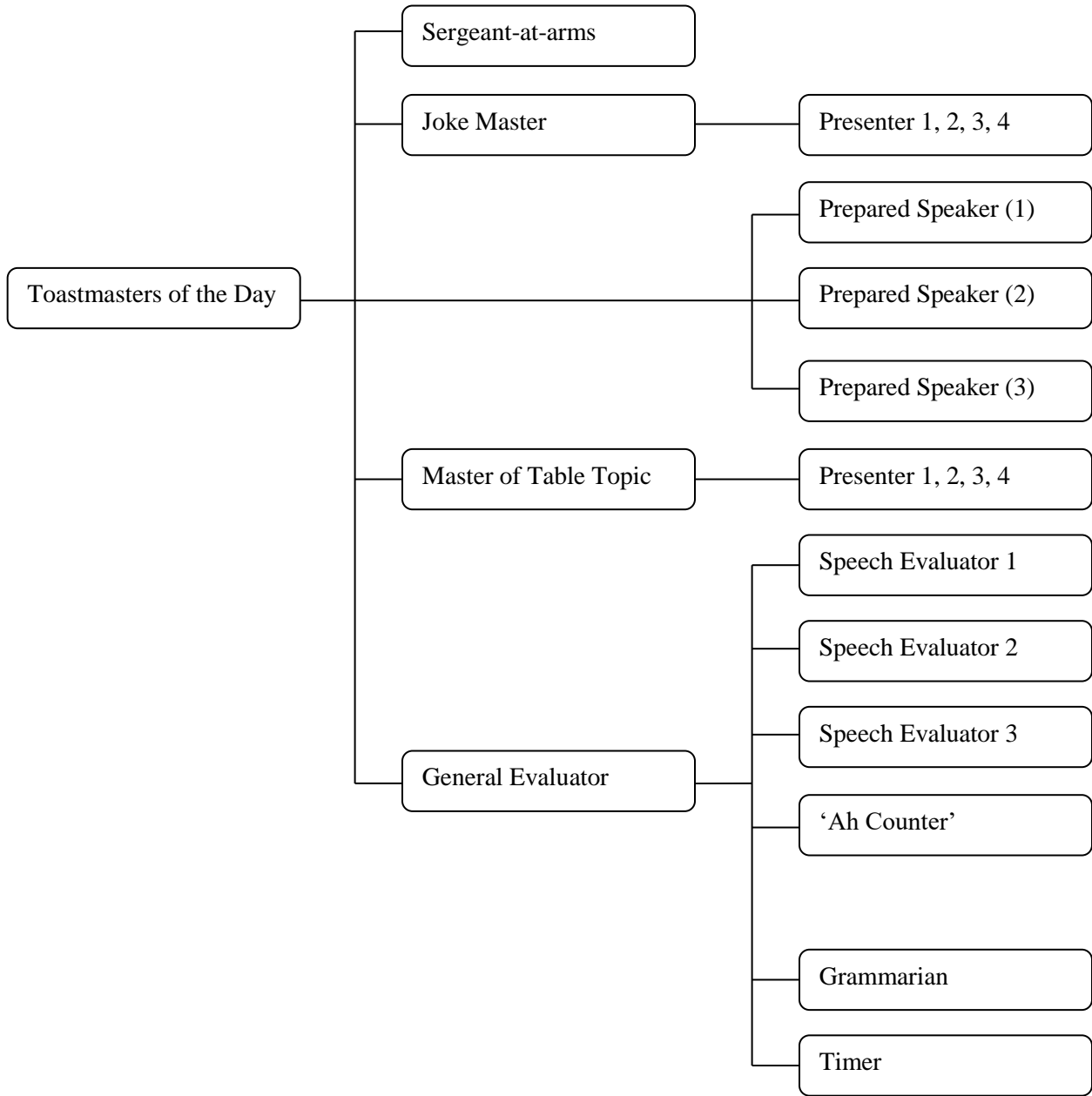


Figure 2.3.1. Procedures and Roles in a Toastmasters Meeting

In conclusion, there are at least two varieties of teaching Public Speaking styles. The first called ASSURE model which emphasizes more on the teacher-centered learning and the second is Toastmasters Approach, that is stressing the learners as the center of

learning. Furthermore, in deciding the learning activities, methodological approaches need to be considered. There is no best way in teaching English for Specific Purposes (John, 1998). In this research means Public Speaking class. Thus, the teachers or the instructors are the core parts in deciding appropriate design of learning activities for the learners.

2.4. Conceptual Framework

Based on the literature review, it can be concluded that Public speaking is a kind of oral communication skill which one person roles as speaker and others role as listeners or audiences. In addition, Public Speaking has many benefits. For personal benefit, Public Speaking skills enable a person to communicate more effective, to influence other beliefs and behavior, and to build self confidence (Varderber, 1985). Furthermore, Public Speaking skills can provide positive social benefits by strengthening the ability to voice opinion (Carlin, 1994). In academic setting, Public Speaking can help learners succeed academically (Chih, 2008) that is capable in doing public presentation and group discussion. In addition, Public Speaking can promote the learners' speaking and listening abilities (Jaffe, 2001). Besides, it can motivate the learners in their learning (Bygate, 1987).

To conduct Public Speaking class, there should be five elements involved in Public Speaking model, such as: source (speaker), receivers (listeners), message, feedback and setting (Patton, 2000). In addition, there are four fundamental principles of

Public Speaking (Varderber, 1985). They are: 1) Preparation, 2) Organization of speech materials, 3) Practice the speech outline, 3) Practice the speech delivery. Before the learners practice their speeches or oral presentation, the teachers or the instructors have to inform or teach the learners knowledge about the theories related to Public Speaking, such as: the definition, types, methods of delivery of Public Speaking, how to make speech outline, how to improve it, etc.

There are varieties in teaching Public Speaking, such as ASSURE model (Reppert, 1997) or Toastmasters approach (Chih, 2008). In ASSURE model, teachers have important roles. They have more portion than the learners. On the other hand, Toastmasters approach is the learners-centered learning. The learners play the roles in Public Speaking. It is called by modern learning. Every model or approach in teaching Public Speaking class has its strengths and weaknesses. In ASSURE model, the learners will study the knowledge of Public Speaking in more portion while in Toastmasters Approach, the learners often act the certain roles in Public Speaking. It is assumed that when the teachers or instructors wants the learners are capable in Public Speaking knowledge, it is prefer to have ASSURE model. When the teachers or instructors wants the learners are capable more in practicing Public Speaking, Toastmasters approach is used.

In short, in conducting Public Speaking class or program, there must be fundamental principles conducted, they are preparation, organization of speech materials, practice the speech outline, practice the speech delivery, evaluation and four elements involved (they are source (speaker), receivers (listeners), message, feedback and setting),

and also theories related to Public Speaking have to be taught to the learners, such as: the definition of Public Speaking, benefits, types, methods of delivery of Public Speaking, how to make speech outline, how to improve it, etc. The other varieties of Public Speaking activities can be included based on the needs of the class or program.

2.5. Previous related studies

Three years ago, Sun Yu – Chih conducted a study related to the approach used in teaching Public Speaking. The results show that the students consider Public Speaking is a learnable skill. The Toastmasters approach which is experimented in the class for one semester exhibited a positive response to the approach. This approach integrates various tasks into each meeting; the study reported that the students had improved not only in their public speaking skills but also in their English Proficiency, their affective competence and social competence. Results concerning language progress (listening, reading, writing, speaking, vocabulary, pronunciation, and communication) indicate that the students considered the approach is the effective facilitator of their English abilities. Students also reported improvement in Public Speaking issues (body language, expression, idea development, organization, and vocal variety). The toastmaster approach also helped the students develop self-confidence and motivation for Public Speaking by fostering supportive, warm interpersonal relationships.

Other research related to Public Speaking is posed. The study of Public Speaking has conducted in China by (Wong, 1991). The result shows that the method used in

Public Speaking in China could encourage the students to have a confidence and interest in their study, and also improve the presentation skills. This study helps in enriching the knowledge about the advantages of Public Speaking.

The research related to English Specific Purposes is beneficial to be posed. It helps in enriching the knowledge about English for Specific Purposes, especially Public Speaking as a kind of spoken activity in English for Specific Purposes. The study is about the implementation of English for Specific Purposes at SMA Negeri 39 Jakarta and it is kind of case study. The researcher compared whether the implementation of *English for Specific Purposes* in SMA Negeri 39 Jakarta can be classified as English for Specific Purposes. The result shows that the implementation of *English Specific Purposes* in SMA Negeri 39 Jakarta cannot be classified as English for Specific Purposes because the activities of *English for Specific Purposes* in SMA mostly just the conversation. The features and characteristics of English for Specific Purposes were abandoned. So it is appropriate to call the *English for Specific Purposes* in SMA as the conversation class. It can be concluded that in conducting English for Specific Purposes class, the teachers have to know the characteristics so that they can implement in their class based on those characteristics or features.

CHAPTER III

METHODOLOGY

This chapter presents the methodology applied in conducting this study. It explains how the study was conducted in helping the researcher in finding the answers of research questions stated previously.

3.1. Research Design

Case study is the research that addresses a phenomenon (a particular event, situation, program or activity) which is studied in natural context (Algozzine, 2006). In the same line, “a case study researcher focuses attention on a single entity, usually as it exists in its naturally occurring environment” (Cresswell, 2008). From the statements, it can be assumed that a case study research is used to describe something (event, program, situation and activity) in natural context or real condition.

There are three reasons why this study used case study research as proposed by Yin (2004), such as: 1) A case study research is preferable to explain the research questions ‘*how*’ and ‘*why*’. In this study, the research question ‘*how*’ was used; 2) A case study research uses the multiple resources. This is the strength of case study research which facilitates the validity of the data obtained. Meanwhile, the interview sheet, observation guide, and document had been used in conducting this study; 3) A case study research deals with the investigation of phenomena as they naturally occur. The researcher does not need to change circumstances. This study only described what already exist.

3.2. Subject of the Study

The subject of the study was the material of *Public Speaking* program and the members of program come from the eleventh grader of Senior High School students at Daar El-Qolam Islamic Boarding School. Class that was observed consisted of 140 members. They are divided into seven groups. In each group there are twenty members. Four groups; group 1 and group 2, group 3, and 4 were observed. 2 instructors of *Public Speaking* program, 2 English teachers, and 13 members from each group had been interviewed in gaining the data related to their opinion on the implementation of program. The interviews were conducted directly face to face.

3.3. Place and Time of the Study

The study was conducted at Daar el-Qolam Islamic Boarding School. It is a modern Islamic Boarding School which is located in Gintung, Jayanti, Tangerang Banten. In this Islamic Boarding School, there are extracurricular and intracurricular activities. One of the intracurricular activities is *Public Speaking* program in which the members of program come from the eleventh grader of Senior High School students and it had been implemented for forty two years. There are 140 members and they are divided into 7 groups. In each group there are twenty members. The study was conducted from December 2010 to January 2011.

3.4. Data and Data Sources

The data are divided into three: 1) The activities of Public Speaking program; 2) The material used in *Public Speaking* program; 3) the members', instructors' and English teachers' opinions on the implementation of *Public Speaking* program. The data sources are the members, instructors of *Public Speaking* program, English teachers and also the document (material used in the program).

3.5. Data Collection and Data Analysis Techniques

3.5.1. Data Collection Techniques

Data collection is important to gain factual information related with the implementation of *Public Speaking* in Daar El-Qolam Islamic Boarding School. Therefore the data were collected by using the interview sheet, observation guide, and document (*Public Speaking* material). The steps of collecting the data are described below.

1) Interview

To get the information from the members', instructors and English teachers' opinion, the interview was conducted to get reliable data. It is a kind of semistructured interview. Semistructured interview may appropriate for case

study research. The questions for the interviewees are determined in advance but flexibly the questions made can be worded during the (Algozzine, 2006).

There are five steps in collecting the data from interview, these are:

1) Designing the interview list

The design of interview lists contained questions which were important in gaining the data needed and it was based on the theories. In conducting this study, there were three kinds of interview; 1) interview lists for the members of program contain six questions, 2) interview lists for the instructors of *Public Speaking* program contain four questions, 3) interview lists for English teachers contain three questions.

2) Revising the interview sheet design to the advisor

3) Interviewing the members, the instructors of *Public Speaking* program and English teachers.

4) Transcribing the result of interview

5) Describing the result of the interview

2) Observation

Besides interview, observation was conducted to get more valid data. The researcher was paying attention on the activities and methods used in *Public Speaking* Program. There were three steps in collecting the data from observation, these are:

- 1) Preparing the equipments for observation; hand phone which is completed by camera and recordings.
- 2) Preparing observation guide. It contained principles elements to be observed. The list of observation guide included time/date/location of observation, names/positions of person being observed, specific activities related to the research, and last impression and interpretation of activities or certain thing under observation (Algozzine, 2006).
- 3) Conducting the observations
- 4) Describing the result of observation
- 3) Documents Analysis

In order to get the information of implementation *Public Speaking* program, the researcher needed to use a document as instrument. The document used was the materials of *Public Speaking* program.

There are three steps in collecting the data from the document, these are:

- 1) Asking the materials used in *Public Speaking* program to the instructors of *Public Speaking* program
- 2) Analyzing the materials of *Public Speaking* program
- 3) Describing the results of documents analysis

3.5.2. Data Analysis Techniques

The technique used in this study was descriptive analytical. The data were described and analyzed based on theories of Public Speaking. To answer the research questions related to *Public Speaking* program implemented at Daar El-Qolam Islamic Boarding School, the observation, interview and documents analysis were conducted to get the data needed. The purpose of this analysis was answering the research questions about how the implementation of *Public Speaking* program and what the members', instructors' and English teachers' opinions on the implementation of *Public Speaking* program. The data had been gathered from the observation, interview and document analysis were called as data observation, data interview, and data of documents. Hence, the results of observation, the opinion of the members', instructors of Public speaking', English teachers' on the implementation of *Public Speaking* program, and the document were described. The theories used in analyses are based on types and methods of Public Speaking, benefits of Public Speaking, the fundamental principles of Public Speaking, they are preparation, organization of speech materials, practice the speech outline, practice the speech delivery and evaluation, teaching styles of Public Speaking, five elements of Public Speaking model, such as: source (speaker), receivers (listeners), message, feedback and setting. Additionally, the principles involved in observation guide were also used to analyze the materials of *Public Speaking* program. The data from document were needed to gain the

information whether materials used in Public Speaking program based on the theories. After analyzing and describing the reports of all the data, the research questions of the study can be answered.

3.6. Validity of Instruments

To get the validity of the instruments, observation and interview sheets had been measured by Construct Validity that is the instruments was designed based on theories of Public Speaking and consulted to the expert (Sugiyono, 2007).

3.7. Research Procedures

In doing the study, there were steps or procedures in collecting data sources to gain certain information needed. There are certain steps or procedures are used in conducting the study. The steps are: 1) gathering information from interviews; 2) gathering information from observations; 3) gathering information from documents; 4) summarizing and interpreting the information (Algozzine, 2006). Those steps are reported in detail below.

1. Gathering information from interviews.

This first step was gathering the information needed. Information, such as the definition of *Public Speaking* program, the relationship about *Public Speaking* program and English subject, and also the general view about the implementation of *Public Speaking* program were obtained. The interviewees in this phase were the instructors of Public Speaking program. In this phase, the information about what *Public Speaking* program is, the general view about it and information about what instructors know about *Public Speaking* program and its relation to English subject have been gathered.

2. Gathering information from observations

Some observations were conducted in the second step. The aim of conducting the observation was to get a better insight about the *Public Speaking* program. Further, the observations are also beneficial in getting the information about the activities implemented in *Public Speaking* program. Four groups have been observed. Those four observed groups were group 1, group 2, and group 3 and group 4. The topics presented by the speakers in the first meeting were about ‘the challenge of Islam’ and ‘Islam and Human right’. Second were ‘The Example of Warrior’ and ‘Back to Islam’. Third were ‘Demoralization of our Muslim youth’ and ‘Islamic Brotherhood’. Fourth were ‘Qur’an is The Torch of Improvement’ and ‘Strengthen solidarity through the holy Qur’an’. Fifth was ‘Back to Islam’. “Sixth were ‘The role of young Muslim generation’ and ‘The functions of shalat (praying)’. 6 meetings had been observed in 4 groups. The first and second meetings observation were conducted in group 1, the third and fourth meetings observation were conducted in group 2, the fifth meeting

observation was conducted in group 3 and sixth meeting observation was conducted in group 4.

3. Gathering information from documents

The document is the materials used in *Public Speaking* program. This source was to get information whether the material used was based on the theories and how it is implemented in the program.

4. Gathering information from further interviews

It was considered important to gain more information about *Public Speaking* program. In this step, the members and English teachers were interviewed. The purposes of these interviews were to get opinion from members as well as the English teachers about the implementation of *Public Speaking* program, information about what English teachers know about *Public Speaking* program and its relation to English subject. The information was intended to see the implication of *Public Speaking* program to the English subject.

5. Summarizing and interpreting the information

In the last step, to answer the research questions, the data and information gathered were analyzed, summarized and described to get the conclusions of the research.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the research about *Public Speaking* program in Daar El-Qolam Islamic Boarding School. The analysis and findings are described based on the data and information gained to answer the research questions.

4.1. Data Description

The data are activities of *Public Speaking* program, the opinion of members, instructors, and English Teachers, and also the document which are gained by conducting three kinds of instruments, they are: 1) Interview was conducted to the members, instructors and English teachers to gain their opinions on the implementation of *Public Speaking* Program; 2) Observation was conducted to gain the information about *Public Speaking* activities in groups; 3) Observation on the material used in *Public Speaking* program. The first instrument is used to answer the research question number two, about the opinion on the implementation of *Public Speaking* Program. The second instrument is used to answer the research question number one about the implementation of *Public Speaking* Program. The third instrument is used to support the answer of the questions number one about the material used in *Public Speaking* Program whether it is designed based on the theory and needed to gain the information how the material of *Public Speaking* implemented in the

program. These data were taken from ninety two interviewed members, two English teachers and two instructors. The data sources were the members of the program, two instructors, two English teachers, and also document.

4.2. Findings and Discussion

Findings and discussion are described to answer the research questions. Here, the discussion or description related to the implementation of *Public Speaking* program are presented first. It is aiming at answering the first research question. Second, the finding and discussion of members, instructors and English teachers' opinion on the implementation of *Public Speaking* Program; It is aiming at answering the second research question; Third, the finding and discussion of material used in *Public Speaking* Program. It is aiming at supporting the answer of the first research question

Thus, the structure in presenting the findings and discussion of the research is:

4.2.1. Description of the implementation of *Public Speaking* program in Daar El-Qolam Islamic Boarding School, 4.2.2. Finding and discussion of members, instructors' and English teachers' opinions on the implementation of *Public Speaking* Program, 4.2.3. Discussion on the material used in *Public Speaking* program.

4.2.1. Description of the implementation of *Public Speaking* program

In this part, description of the implementation of *Public Speaking* Program is limited to the activities which had been conducted in seven groups of *Public Speaking* represented by four observed groups; group 1, group 2, group 3, and group 4.

In a week, there are two meetings which consist of ninety minutes for each meeting. In a certain time, *Public Speaking* class has a different theme. The themes are used to decorate the room and condition in class. For example on the fourth meeting, it is founded that the theme was about *wayang orang* (puppet), so the decoration of room used for *Public Speaking* class and accessories or customs used by the members should be related to the puppet. Most of the activities are in the form of practices. The members are asked to be speakers, active audiences which always argue the speech presented by the speakers, etc. All the activities of each group are monitored by one instructor of *Public Speaking* program.

4.2.1.1. Activities of *Public Speaking* program from first meeting until the sixth meeting

Generally, the program from the first until sixth meeting has similar activities in each meeting based on the observation conducted in four groups. The differences are the topic of speech presentation from speakers and the instructor who monitors the groups are changeable. In one group,

there is different instructor in each meeting. Here, the discussion will be described from the first meeting.

On the first meeting, the observation is conducted is group one. There are twenty members of the first group. Six of them are preparing the *Public Speaking* class. They are the members who have the obligation to arrange everything in the program in that day. The seat arrangement is managed. The podium is put in front of the class for the speakers, one set table and chair are put in the left front of the class for the instructor, one set table and chair are put in the right front of the class for the Master of Ceremony while the audiences are face-to-face with the speakers. The first member acts as Master of Ceremony, the second member acts as the reader of Holy Qur'an, the third and fourth member acts as the speakers, the fifth member acts as the entertainer who sings a song in resting time. The sixth member closes the program with praying. Besides, there is one instructor who always monitors the implementation of *Public Speaking* program. He/She also evaluates the speech presentation from the speakers and the program at that time.

As the Master of ceremony, the member opens and handles the program. She invites the members based on their duty one by one and presents the agendas that day. The agendas are opening, reading the holy Qur'an, speech presentation, resting, the decision from the instructor, and praying. The Reader of holy Qur'an reads surah Al- Insyirah at that time.

There are two speakers, and the topics of their speech are 'the challenge of Islam' and 'Islam and Human right'. They deliver the speech presentation for about ten minutes. After the speech presentation, the agenda is resting; the fifth member comes forward and sings a song. Then, the next agenda is the decision from the instructor or the jury. She evaluates all about *Public Speaking* program held that time. It includes the setting or model of *Public Speaking* program that day, how the seating arrangement should be, how the speakers present their speech, what the speakers' mistakes, etc. The last agenda is closing. It is lead by a member by praying together before the end of the program.

Type of public speaking used by the speakers is speaking to inform, they inform specific information related to Islam and they use memorized speech. In the end of the speech presentation, the speakers offer the audiences to ask some questions related to the speech have been presented. Before doing the presentation, they have written the text for speech presentation based on the example given and the explanation about Public Speaking from the instructors in the tenth grader. The audiences are asked to argue or ask what the speakers say and each of them has to write a conclusion. The instructor will check the summary and ask three of them to read. The members of the group seem enthusiastic because the instructor looks friendly.

On the second meeting, the observation was still conducted in group one. The agenda is the same as the first meeting, the differences are topics used by the speakers and the instructor who monitors the program. The topics used by two speakers are 'The Example of Warrior' and 'Back to Islam'.

On the third meeting, the observation was conducted in group two. The topics used by two speakers are 'Demoralization of our Muslim youth' and 'Islamic Brotherhood'.

On the fourth meeting, the observation was still conducted in group two. The topics used by two speakers are 'Qur'an is The Torch of Improvement' and 'Strengthen solidarity through the holy Qur'an'.

On the fifth meeting, the observation was conducted in group three. There is a speaker in this meeting because the other scheduled speaker was sick, and the topic used by the speaker is 'Back to Islam'.

On the sixth meeting, the observation was conducted in group four. The topics used by two speakers are 'The role of young Muslim generation' and 'The functions of shalat (praying)'. The second speaker used an impromptu speech because the scheduled speaker was sick. The instructor of *Public Speaking* program points at her to do the speech presentation accidentally.

In short, the activities of *Public Speaking* program from each group are similar. There is no difference agenda in every meeting. The members do the same activities, but change the roles. For example, in this meeting, the member A acts as Master of Ceremony. Next, he/she can act as speakers, and then in another meeting she/he can be the audiences. The members have to perform. They have a chance to act as Master of Ceremony, Reader of Qur'an, speaker, entertainer, or leader of praying. There is a rolling system to determine who has the duties on the next meeting. The members who are asked to be speakers or Master of Ceremony can not refuse it because every member has her/his own opportunity in *Public Speaking* program.

4.2.2. Findings and discussion of members' opinions on the *Public Speaking* program

In gaining the members' opinion to the implementation of *Public Speaking* program, ninety two members of *Public Speaking* program were interviewed with six questions on the interview stage, the questions are:

1. What came on the members' mind when they heard *Public Speaking* program in the first time.

Question number one was addressed to the members of *Public Speaking* program to know their general thought about this program. The findings are: 78 members did not have answer when they are asked about *Public Speaking* definition, 10 members assumed *Public Speaking* is similar to the intracurricular

they got in their first Islamic Boarding school. It was like the training of the speech presentation. Before having Public Speaking program in Daar El-Qalam Islamic Boarding School, they had joined it in their first Islamic Boarding School. Member 1 came from Assalam Islamic Boarding school, member 2 and 15 came from La tansa Islamic Boarding School, member 30 and 71 came from Arrisalah Islamic Boarding School, member 64, 50 and 65 had ever studied at Mantingan Islamic Boarding School, and member 5 come from Al- Watoniyah Islamic Boarding School and member 12 came from Darul Huda Islamic Boarding School, and four members assumed that Public Speaking is speaking in front of many people.

From the result of those interviews, another finding was got. In answering the question, the members explained what they think about *Public Speaking* for the first time and also what they understand about the program after they have it. The finding shows eighty two members explained that finally they know *Public Speaking* as speech presentation. This finding is also added with those ten members answer clearly that *Public Speaking* is practicing the speech presentation. It is quite similar to the program they got in their first Islamic Boarding School. The examples of interview transcription showing the finding when the members were asked about what they think *Public Speaking* was for the first time and after joining the program, they are:

“Ya... awalnya sih, ana ga tahu tentang *Public Speaking*, tapi setelah menjalani kegiatan ini ternyata kegiatan intinya pidato pidato terus, jadi ya menurut saya *Public Speaking* itu ya pidato.”

‘Yeah, I don’t know exactly what Public Speaking is in the first time. After joining the program, the main activity is speech, so based on my assumption, Public Speaking is speech’

(Member 3)

“Kalo menurut saya, *Public Speaking* itu berbicara di depan orang banyak, setelah ikut kegiatan ini, ternyata kegiatannya pidato, ngomong depan orang, jadi ya ana nyimpulin sendiri kalo *Public Speaking* itu ya pidato, hee...”

“In my opinion, Public Speaking is speaking in front of many people. After joining this program, I can summarize by myself that Public Speaking is speech.hee...”

(Member 11)

“Yah, pidato lagi, kayak di pesantren dulu kali...”

“Yeah, more speechess may be like in my first Boarding School...”

(Member 71)

“Bikin pidato lagi deh...”

"Make another speech then..."

(Member 65)

"Ana yakin, Public Speaking itu pasti pidato"

"I am sure Public Speaking is speech"

(Member 50)

From this finding, there is a tendency from members of *Public Speaking* program to identify *Public Speaking* as speech presentation. It might be influenced by the experiences of the members after joining the program, which is speech as the major or main activity. The speeches done in the program might shape members' perception about *Public Speaking* besides from the instructors' explanation about *Public Speaking*. The instructors concern much in speech than others. Based on this result, there is a possibility for the members to simply define *Public Speaking* as speeches.

2. Members' purposes in joining *Public Speaking* program

The reason why the question was chosen is to know what the members' goal of *Public Speaking* program in Daar El-Qalam Islamic Boarding School. As has been discussed before, the benefits of mastering *Public Speaking* are many, *Public Speaking* skills enable a person to communicate more effective, to influence other beliefs and behavior, and to build self confidence (Varderber, 1985). Furthermore, *Public Speaking* skills can provide positive social benefits by strengthening the

ability to voice opinion (Carlin, 1994). In academic setting, Public Speaking can help learners succeed academically (Chih, 2008) that is capable in doing public presentation and group discussion. In addition, Public Speaking can promote the learners' speaking and listening abilities (Jaffe, 2001). Besides, it can motivate the learners in their learning (Bygate, 1987). From this question, information about what the members want to achieve from the program can be gained. The answers for this question from the interviewees are: 70 of the interviewees stated that their purpose in joining *Public Speaking* program is to be able in presenting the speech well. 10 interviewees said that besides capable in delivering the speech, it helps them in improving the English speaking ability because the program gives the chance to the members in practicing English more than in English class. 7 interviewees thought that they need this program to practice their mental so that they have a good self confidence, and the rest 5 interviewees said that there are no purposes in joining this program, they just want to join it.

From the answers, it shows that the purpose of joining this program is considered specific. They mentioned the purpose based on their needs although some members did not know the purposes. From this finding, it is assumed that the members need to join this program for a purpose that is to be capable in speech presentation with a good language and manner.

The next questions are aiming at gaining the members' opinions on the implementation of *Public Speaking* program. There are three questions, they are:

3. Members' opinions about the activities done in *Public Speaking* program.

This question was posed to obtain members' opinions or feelings about the activities done in *Public Speaking* program. This question might be beneficial in giving input for the improvement of the *Public Speaking* program.

The focus of this program is the members, so the activities conducted need to be evaluated based on the consideration of the members' opinion. The question was designed to explain the opinion of members when they feel enjoy and get boring with the program, then, the information about what activities making *Public Speaking* beneficial or less beneficial for members can be gained. This information is important for the instructors in designing and implementing the activities of the program. The answers for this question are described in the following tables:

4.2.2.1. Analysis Table: Reasons of making *Public Speaking* program is considered boring

No	Reasons of making <i>Public Speaking</i> program is considered boring	
	Reasons	Number of interviewees
1	Writing a script of speech is difficult	38 interviewees
2	Have no reason (they just think <i>Public Speaking</i> sometimes is boring)	27 interviewees
3	Other reasons (get nervous before delivering the speech)	18 interviewees
4	The activities mostly about speechess	3 interviewees

5	<i>Public Speaking</i> program is not considered boring	6 interviewees
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4.2.2.2. Analysis Table: Reasons of making *Public Speaking* program is considered enjoyable

No	Reasons of making <i>Public Speaking</i> program is considered enjoyable	
	Reasons	Number of interviewees
1	<i>Public Speaking</i> program is considered as practice how to deliver the speech, and it's an interesting program.	59 interviewees
2	The program is beneficial for the members to improve the English speaking skill through speech presentation, being master of ceremony, etc. It is a challenging experience	8 interviewees
3	They like to work in team with different classmates.	8 interviewees
4	Public Speaking is not enjoyable. It always about speechess.	12 interviewees
5	There is no reason. They do not know whether the program enjoyable or not.	5 interviewees

From the tables above, members' opinion are varied about the implementation of *Public Speaking* program. The data shows that there are four of five reasons showing that the activities might create the boring time for members. Those reasons as mentioned on the first table are *Public Speaking* program as the frightening activity, formal, and difficult to be done. However, 75 of member interviewees state that they consider the activities are enjoyable for at least 3 reasons shown in the second table. However, 86 of those members also find there are activities boring for other 4 major reasons as shown in the first table. From the second table, *Public Speaking* program is considered enjoyable because the activities are assumed represent an interesting activities. Furthermore, the next major reason why members think *Public Speaking is* enjoyable is the activities are challenging and beneficial for them in improving their skill in English. From these two sides of opinion, the instructors can create appropriate activities for the members so that the goal of program can be achieved.

4. Whether *Public Speaking* help members to improve their speaking skill in English daily conversation.

This question is based on theories about the benefits of *Public Speaking* program that is to improve members' speaking skill. The members' are asked about their opinion whether they think *Public Speaking* program help them in improving their speaking skill. 85 interviewees think *Public Speaking* help in improving speaking skill. That is because in *Public Speaking* program they can practice to speak English fluently through asking questions, arguing, delivering the speech, etc, and

also correct their pronunciation and enrich their vocabularies in English and help them in learning structure of sentence. Furthermore, they think by being the speakers, their speaking skill will be improved due to the improvisation they make when they forget the script have been written, also the performances can improve their self -confidence. 7 interviewees assume *Public Speaking* program does not help them in speaking. This statement is based on the main activity of *Public Speaking* program is only about memorizing the content of speech script. The number of interviewees who think that it can help them in improving their speaking skill cannot be abandoned. The program plays the role as a means for members in improving the English speaking skill as explained by the instructors of *Public Speaking* program.

5. Whether *Public Speaking* program helps members in studying English subject

Besides joining the *Public Speaking* program as one of the intracurricular programs in Daar El-Qolam Islamic Boarding School, the members also learn English subject at schools. This question was addressed to the interviewees based on the assumption that *Public Speaking* program and English subject correlate each other and affect one another. Thus, the members' opinions about the role of *Public Speaking* program in helping them for English subject are needed. The questions are aimed at finding the significance of *Public Speaking* Program.

The results are ninety two interviewees think that *Public Speaking* program help them in English subject, those interviewees said that *Public Speaking* program is helpful for them in studying English subject are; 1) the

activities in *Public Speaking program* are considered enriching vocabularies, 2) they have a self higher confidence to speak English in front of their classmates or even their teachers although the structures of sentences are not right based on the theories.

From these results, the significance of *Public Speaking* program is felt by the members. *Public Speaking* program is considered can help them in improving their English speaking skill and it is important for them when they have English subject.

6. Members' recommendation for *Public Speaking* program

The last question was members' recommendations for *Public Speaking* program. The results are 10 interviewees state there should be varieties in topics, it is not only limited about religion, 78 interviewees state that the instructors should be friendly, the activities are good enough for them, 2 interviewees state that *Public Speaking* program should be implemented in other schools, 2 interviewees have no recommendation.

Those findings indicate that *Public Speaking* program has appropriate for the members but there is a correction to the instructor of *Public Speaking* program to be friendly when they monitor the program so that the members feel enjoyable and comfortable when they join the program, and also the topics should be varied.

4.2.3. Discussion on *Public Speaking* program at Daar El-Qalam Islamic Boarding school based on instructors and English teachers' opinions.

Daar El- Qolam Islamic Boarding school serves *Public Speaking* program as the intra-curricular and English subject in the school. The instructors and also the members say that there is a correlation between *Public Speaking* program as the intra-curricular and English subject in the school, especially *Public Speaking* program can improve the members' English speaking skill. In finding the relationships between *Public Speaking* program and English subject, and also the opinion of the program, four questions to two instructors of *Public Speaking* program and three questions were asked to two English teachers. Those questions were aimed to obtain the instructors and English teachers' opinion about the implementation of *Public Speaking* program and the correlation between English subject and *Public Speaking program* at Daar El- Qolam Islamic Boarding School whether it affects or relates one to another.

4.2.3.1. Results of interview with instructors of *Public Speaking* program

Two instructors of the program became the sources in gaining the information needed about the opinion of the program, the material used and the relation between *Public Speaking* program and English subject. Two instructors were interviewed directly. Four questions were addressed to them, which are; 1) what the instructors know about *Public Speaking*. 2) whether the instructors have known about *Public Speaking* before, 3)

whether material used in *Public Speaking* program based on the theories of Public Speaking, 4) *Public Speaking* instructors' opinion about the *Public Speaking* program have implemented. The reason of making those questions was gaining the opinions of instructors related to the implementation of *Public Speaking* program and identifying the relationship between *Public Speaking program* and English subject based on the instructors' opinions.

1. Questions on what instructors know about *Public Speaking*

In answering the question, the first instructor explained that Public Speaking is a kind of program that facilitates the members to practice English speaking confidently. They are trained to be the speakers, as the speakers they should prepare the script, how to use the body language well, etc so that they can speak formally in front of the public. But main focus of Public Speaking is improving English speaking skill of the members so that they can speak fluently outside of the program. In short, the instructor said that the *Public Speaking* program is a kind of program which the general purpose is improving the members' speaking skill. The activities are designed well to make the members are brave to speak. Furthermore, In general, the second instructor states that Public Speaking program is a media for the members to practice their English speaking skill. It is like speech training to the members so that they are brave to

speak in front of many people. Both of them did not mention what actually the definition of Public Speaking itself.

2. Whether the instructors have known about Public Speaking before.

Those two instructors said they have known Public Speaking since they were studying at their Islamic Boarding School. They had been the members of *Public Speaking* program at that time.

This question was considered important to be asked, because the *Public Speaking* instructors need to know about *Public Speaking* program. From the answers gained, it can be inferred that the *Public Speaking* instructors have the knowledge about the program although they do not answer about the definition of Public Speaking in the first question clearly.

3. Whether material used in *Public Speaking* program based on the theories of Public Speaking

In making material used for *Public Speaking* program, two instructors answered that the material was designed by all the instructors of *Public Speaking*. The content of the material is designed based on the theories and experiences the instructors have got from their first Islamic Boarding School.

4. *Public Speaking* instructors' opinion about the Public Speaking program have been implemented and the relationship with English subject.

The two instructors had the similar opinion on the explanation about the correlation between *Public Speaking* program and English subject. It has relationship each other. In *Public Speaking* program, the members are asked to be the speakers, and other members as audiences should argue by using their English language. Thus, it will affect the members' speaking skill when they are in English class, especially in the speaking section. Then, based on their opinion, the implementation of *Public Speaking* program, the instructors stated that the program are good for the members in practicing and improving speaking skills, but still, there is an expectation that they can teach the theories of Public Speaking regularly because they just teach about the theories in the tenth grader.

4.2.3.2. Results of interview with English teachers

Two English teachers were asked to answer three questions related to English subject and *Public Speaking* program. Those questions and the answers are:

1. What the English teachers know about the concept of Public Speaking

The reason of choosing this question was to know the English teachers' background knowledge about Public Speaking. Those two teachers come with explanation about *Public Speaking* program at Daar El-Qolam Islamic Boarding School. Finally they answered that Public Speaking is practicing the speech presentation. Additionally, the first teacher said that Public Speaking is aimed at training the member to practice their English speaking skill. The two teachers had known the *Public Speaking* program since they were at Islamic Boarding School. They were graduated from Daar El- Qolam Islamic Boarding School.

2. Percentages of speaking skill given in English class

The purpose of the third question was finding the portion of speaking in English class and implication to the speaking activities in *Public Speaking* program, due to the focus of *Public Speaking program is* speaking. The answers of these questions are; 1) the first teacher allocates 25% of the learning session for speaking, and 2) the second teacher allocates about 25% for speaking. The reason of the first teacher is the skills taught should be based on the rules, while the second teacher states that in teaching English there should be the same percentage in each skill, there are 25 % for each skill in English class.

For the answers about the speaking activities, the first teacher told that the activities are based on the curriculum especially about

particular utterances while the second teacher mentioned various activities for speaking, such as dialogue, storytelling, etc.

From these answers, the role of *Public Speaking* program as the needs to improve the speaking activities in English class cannot accommodate the members well in aspect of material because each of *Public Speaking* program and English subject has its own roles in speaking.

3. English teachers' opinion on what should be considered in *Public Speaking* program to help members in studying in English class

This question was to know the opinions from English teachers to improve *Public Speaking* program, so that it will be beneficial to English class. The first teacher suggested for the instructors of *Public Speaking* program to allow the members use any topics outside the religion when they become a speaker, the topics can be from the textbook of English subject. Besides the topics of speech presentation are varied, the members also do not get boring when they have various topics to discuss. She thought that it will help the members in understanding the topics or items provided in English textbook they use in English class. The second teacher thought that the *Public Speaking* program is good enough for the members because it make them speak. The instructors have to teach the knowledge of Public Speaking not only in the tenth grader so that the members will have a clear explanation related to Public Speaking.

4.2.4. Findings and discussion of the design of material used in *Public Speaking* program

From the interview with the instructors, the reason in choosing *Public Speaking* as the intracurricular is to help the members speak English fluently and confidently. The topics discussed by all the speakers are limited about religion. It is chosen because the members have to know more about Islam so that they can share to other people well.

Related to the material used in *Public Speaking* program, *Public Speaking* is designed to focus on speaking skill as the main purposes of program. There are many activities support this in *Public Speaking* program. The book explains the knowledge about Public Speaking. On page 1 until 3, it presents the definition, function, and part of speech script. Page four presents typed of speech delivery. Page 5 until 9 presents how to write a good speech, and page 9 until 12 provides the example of speech based on the explanation in previous chapter. Page 13 until 15 presents the explanation how to deliver the speech well, the format of speech presentation is available. Last, page sixteen presents the explanation about talk's patterns and organization of Public Speaking.

From the findings, it can be assumed that the material used in *Public Speaking* program contains the knowledge of Public Speaking which is not presented in detail. It was designed to the speakers to guide them in writing and delivering the speech presentation. The model and kinds of Public speaking activity which are available in most of Public Speaking material is not mentioned.

The theories related to Public Speaking were used to analyze the material of *Public Speaking* program.

4.2.5. Analysis on theories

These are some theories used to analyze *Public Speaking* program, they are: 1) Analysis on types of Public Speaking; 2) Analysis on methods of Public Speaking, 3) Analysis on five elements of Public Speaking; 4) Analysis on fundamentals principles of Public Speaking; 5) Analysis on Public Speaking teaching styles; 6) Analysis on benefits of Public Speaking program. The analysis is described below.

4.2.5.1. Analysis on types of Public Speaking

This theory is used to analyze the type of Public Speaking used by the members of *Public Speaking* program. Public Speaking can be divided into three categories (Zarefsky, 1996), such as; 1) Informative. The speaker provides the listeners with new information. 2) Persuasive. The speaker presents the message to the listeners to change the attitudes or behaviours. 3) Entertaining. The speaker provides the listeners with momentary entertainment. The theory related to this is available in Public Speaking material provided by the instructors.

From the observation of program, the members of *Public Speaking* program used informative speech in their speech presentation. The theory related to this is available in Public Speaking material provided by the instructors.

4.2.5.2. Analysis on methods of Public Speaking delivery

This theory is used to analyze the methods of Public Speaking used by the members of *Public Speaking* program. There are four kinds of Public Speaking Delivery Methods (Lucas, *The Art of Public Speaking*, 2008). 1) Impromptu speech; It is a speech delivered with little or no immediate preparation. It can be called as accidentally speech. 2) Memorized speech; It is speech delivered by memorizing the script of speech has been prepared in advance. 3) Manuscript speech; a speech that is written out word for word and read to the audience. It means that the speaker only reads the speech prepared when they perform in front of the audiences. 4) Extemporaneous speech; a speech that is prepared and presented from a brief set of notes. The speaker brings a brief note when they deliver a speech. The theory related to this is available in Public Speaking material provided by the instructors.

Based on the observation conducted, the writer found that the speakers used the memorized speech. They write and memorize the script

of speech first before delivering it. However, additional information is gained when the writer conducted the interview to the members. Based on the answers, besides the memorized speech used, the impromptu speech also used. They do not need to prepare the script and they do not know when exactly an impromptu speech is conducted. It is based on the instructions of the instructor of *Public Speaking* program.

4.5.2.3. Analysis on five elements involved in Public Speaking model

This theory is used to analyze four elements of implementation of *Public Speaking* program. Public speaking, there are five elements involved (Patton, 2000), they are source (speaker), receivers (listeners), message, feedback and setting. The theory related to this is not available in *Public Speaking* book provided by the instructors. Based on the observation, there are five elements available in every meeting of *Public Speaking* program.

4.5.2.4. Analysis on fundamentals principles of Public Speaking

This theory is used to analyze the fundamental principles of Public Speaking. As proposed by Varderber (1985), there are four fundamental principles of Public Speaking. They are: 1) Preparation, 2) Organization of

speech materials, 3) Practice the speech outline, 4) Practice the speech delivery. The theory related to this is available in Public Speaking material provided by the instructors.

Based on the observation conducted, the members do not follow all the fundamental principles. The members ignore for designing the outline first before they develop it. It happens because the instructors do not monitor the process of speech making. The important thing of the instructors is the script of the speech is available when the members role as speakers.

4.5.2.5. Analysis on Public Speaking teaching styles

This theory is used to analyze Public Speaking teaching styles in *Public Speaking* program. As the research conducted by James E. Reppert (1997) in Shouthern Arkansas University, there is teaching Public Speaking style called ASSURE model. Meanwhile, according to Sun Yu Chih (2008), there is a modern approach used in Public Speaking called by Toastmasters approach and it is kind of learners centered learning. The theory related to this is available in Public Speaking material provided by the instructors. The theory related to this is not available in Public Speaking material provided by the instructors.

Based on the observation conducted, the teaching style of Public speaking is a bit similar to Toastmaster Approach. It is approaching this style but still, there are characteristics of approach neglected in it. The members play the roles as mentioned in Toastmaster approach, but not so complicated. It means that the roles are not so many as Toastmasters approach. They change the roles in every meeting. For example, in this meeting, the member A acts as Master of Ceremony. Next, he/she can act as speakers, and then in another meeting she/he can be the audiences. The members have to perform. They have a chance to act as Master of Ceremony, Reader of Qur'an, speaker, entertainer, or leader of praying. There is a rolling system to determine who has the duties on the next meeting. There is no written evaluation for this program but it is done orally. The evaluators are the instructors.

4.5.2.6. Analysis on benefits of Public Speaking

This theory is used to analyze the benefits gained after joining Public *Speaking* program. Public Speaking skills enable a person to communicate more effective, to influence other beliefs and behavior, and to build self confidence (Varderber, 1985). Furthermore, Public Speaking skills can provide positive social benefits by strengthening the ability to voice opinion (Carlin, 1994).

Based on the interview with the members, instructors and English teachers, it can be assumed that the members have improved their speaking skill and they have higher self-confidence. The result of interview with the instructors is the members are brave to speak English. While the result of interview with the English teachers, they state that the members of Public Speaking have self-confidence in speaking skill. It does not mean they are capable in English speaking class because actually the content or material used in *Public Speaking* program is different from English subject. But still, the English teachers admit that the implementation of *Public Speaking* program has affected the performance of English Speaking skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts. They are conclusions and suggestions. Conclusions are presented related to the goals of the study. The goals are: 1) to describe the implementation of *Public Speaking* Program at Daar El-Qolam Islamic Boarding School, 2) to obtain the members', instructors' and English teachers' opinions about the implementation of *Public Speaking* Program at Daar El-Qalam Islamic Boarding School. Suggestions are addressed particularly for Daar El-Qolam Islamic Boarding School and those people who are interested in the study of Public Speaking.

5.1. Conclusions

Based on the analysis conducted in the research, *Public Speaking* program implemented at Daar El-Qalam Islamic Boarding School has used the principles of Public Speaking although they have not been captured all. The principles which are available in this program are mentioned, they are; 1) The members of Public Speaking program have implemented one type of Public Speaking in their speech presentation that is informative speech; 2) The members of Public Speaking program have used methods of Public Speaking Delivery. The members use the memorized speech and impromptu speech; 3) Five elements of Public Speaking are source (speaker), receivers (listeners), message,

feedback and setting. All the elements are available when the *Public Speaking* program implemented; 4) Four fundamental principles of Public Speaking are: 1) Preparation, 2) Organization of speech materials, 3) Practice the speech outline, 4) Practice the speech delivery. The members of *Public Speaking* program do not follow all the fundamental principles. The members ignore for designing the outline first before they develop it. It happens because the instructors do not monitor them during the speech making; 4) The teaching style of Public speaking is a bit similar to Toastmaster Approach. The members play the roles as mentioned in Toastmaster approach, but not so many as Toastmasters approach. It means that the roles are not so many as Toastmasters approach. They change the roles in every meeting. For example, in this meeting, the member A acts as Master of Ceremony. Next, he/she can act as speakers, then in another meeting she/he can be the audiences. The members have to perform. They have a chance to act as Master of Ceremony, reader of Qur'an, speaker, entertainer, or leader of praying. There is a rolling system to determine who has the duties on the next meeting. The discussion happened after the speakers deliver their speeches. There is no written evaluation for this program but it is done orally. The evaluators are the instructor; Furthermore, 5) The members can gain the benefits after joining the Public Speaking program and the instructors and English teachers agree with this statement, for examples the members have higher self-confidence to speak English, and they can improve their English speaking skill. The materials used in Public Speaking program have not complete, there are some terms related to Public Speaking have not been mentioned, such as five elements of Public Speaking.

5.2. Suggestions

Public Speaking program is well accepted by Daar El-Qolam Islamic Boarding School's members, It has implemented for forty two years. However, based on the findings on the observation, members', instructors' and English teachers' opinion, there are some terms should be considered. 1) There is a tendency based on some members' opinion that Public Speaking is just speech presentation. This tendency needs to be evaluated. If the concept of Public Speaking is specific, it is worried that inappropriate information will continue for a long time because the concept of Public Speaking is wide not only dealing with speech. The activities of *Public Speaking* program should be varied, for example doing informal presentation and the topics are not limited. The members can find other topics besides religion; 2) The teaching style should be evaluated. If it is based on Toastmasters approach, the components or roles in Public Speaking program should be completed; 3) The material used is better to be completed because some terms should be available in Public Speaking material have not presented yet; 4) The recommendation from the members about *Public Speaking* program why they feel enjoyable and why they get boring should be considered to improve the program.

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