EXPLORING EFL STUDENTS' PERCEPTIONS ON 'PUBLIC SPEAKING CLASS' (A CASE STUDY AT UIN AR-RANIRY)

THESIS

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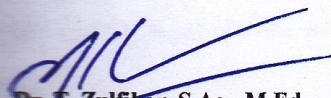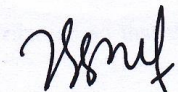
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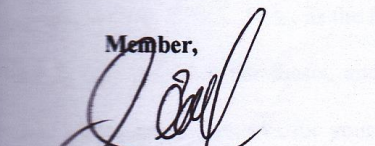
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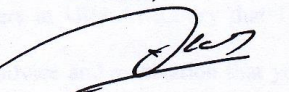
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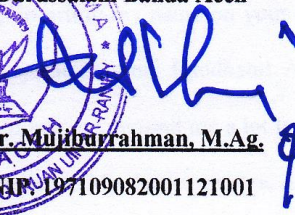Dr. phil. Saiful Akmal, S.Pd.I., MA.   Dr. Masykur, S.Pd.I., MA.

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ABSTRACT

English Public Speaking (henceforth EPS) is considered as an important skill that helps students to be more fluent and confident in presentation and communication. This research is to find out the perceptions of the students for more understanding about how they feel and how they cope with the difficulties in EPS class. In collecting the data, I used qualitative research to obtain more information so that the data would be more accurate. In this research, I took random sampling by choosing 15 participants of English Department Student at UIN Ar-Raniry. Generally, based on the result of interview that I conducted, most of the participants had positive perceptions towards English Public peaking class, in terms of impression, the importance of EPS class, the improvement, the materials and the lecturers. In addition, they also had some difficult experiences or challenges during the class and also have their own ways to cope with difficulties in EPS class. Overall, all participants have the positive perceptions toward English Public Speaking class.

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CHAPTER I

INTRODUCTION

A. Background of Study

There are many problems that prevent the learners to be good English public speakers. They usually feel shy and do not know how to improve their public speaking skills and ways to overcome their problems (Brown, 1990). For many students of UIN Ar-Raniry Banda Aceh who study English as Foreign Language (EFL) as a part of their general education requirements, English Public Speaking is one of the subjects to improve their speaking skills to higher and more proffesional level infront of a large number of audiences.

According to Levin and Topping (2016), oral presentation is planned and practiced speech that is not memorized or read from notes but it is introduced by a presenter to the audiences. Levin and Topping, (2016, p. 14), as well as Joughin, (2007, p. 35), also adds "we can look at oral presentation from three perspectives: presentation, performance, and attention". First is presentation which is as an imparting of the material studied from which students seek to make their own meanings from the ideas of others by persuading the audience. Second is the students' performance which is audience actively judging students' performances and replies to audiences' questions. Third is students are aware that they are the focus of attention, which creates even more pressure than in the first two situations. Although oral presentations have been extensively researched, most of the earlier researchers looked at them in the context of other activities such as

"gestures and eye contacts" (Akindele & Trennepohl, 2014, p. 45), and a large number of studies investigated "the effect of anxiety on oral performance" (Joughin, 2007, p. 36). Some other studies looked at student opinions of oral presentations compared with written assignments (Akindele & Trennepohl, 2014), others on how competence is compared to performance in oral presentations (Alwi & Sidhu, 2013). In addition, most of those studies were conducted in English as Second Language (ESL) contexts (Zappa & Hollman, 2007). In addition, most of those studies were conducted for graduate students from other disciplines, such as engineer (Preub, Schoofs, Schlotz & Wolf, 2010), medicine (Radzuan & Kaur, 2011), and business (Alwi & Sidhu, 2013). Hence, research providing more detailed insight into undergraduate classroom oral presentations in EFL higher education settings as a form of assessment is scarce. Joughin and Morita suggest that "oral activities in EPS such as presentations complexities and challenges in terms of interaction and mental processes needed more researches to be conducted" (Ercan, Irgil, Sigirli, Ozen Khan, 2008). They recommend investigating students' perceptions in order to access what is going on in their minds.

As matter of fact, English Public Speaking (henceforth EPS) is considered as an important skill that helps students to be more fluent and more confident in presentation and communication. By conducting this research, I would like to explore the students' perceptions and practices about EPS and its solutions to help them overcome the problems and give them some suggestions to be better English Public Speakers.

B. Research Questions

Based on the background, I seek to answer the following questions:

1. What are EFL Students' perceptions about English Public Speaking Class?

2. What challenges do EFL students encounter in Public Speaking Class

C. Research Aim

1. EFL Students' perceptions about English Public Speaking Class.

2. The EFL Students' challenges in English Public Speaking Class.

D. Significance of Study

This research is to find out the perceptions of the students for more understanding about how they feel and what are their challenges in English Public Speaking Class. This study focuses on the perceptions students' challenges about English Public Speaking class and the result is expected to have benefits for teachers, students and readers.

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

perceptions of EPS class for more understanding about how they feel and what are their challenges in EPS class. This study also offers limited scope of discussion regarding the effectiveness of appropriate method that is used in EPS class. The result is expected to make readers interested in observing the effectiveness of this method from other points of view.

E. Terminology

In order to avoid missunderstanding, I have defined the following operational definitions of this research as follows:

1. English Public Speaking (EPS) is "speaking to a group of people in structured, deliberate manner, intended to inform, influence, or entertain the listener" (Condi, 2009, p. 37). The clearest definition is Public Speaking involves taking in front of a group of people, usually with some preparations. It can be in front of people that you know or a crowed of strangers. Unlike a presentation there normally is not a lot of opportunities for interaction between the audience and the speaker. The speaker speaks, and the audience hopefully listens.[1] There are many types of EPS: Informative speeches, demonstartive speeches, persuasive speeches and the special occasions.

2. EFL Students' perceptions of EPS are the ways how they practice to speak in public and ways to improve their speeches, ways to get good EPS skills. There are some options for the participants to tick wether those practices are true with them or not. "Those options will focus on the experiences by examining

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[1]c.f. Lightfoot, A. British Council, India, 2010.

feedback of teachers and fellow-students, dealing with time limited, practicing with usual ads, preparations, answering questions, and choosing subjects" (Harmer, J, 2001, p. 31).

CHAPTER II

LITERATURE REVIEW

A. Concept of EFL

1. Definition of EFL

The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. Reanandya (2001) stated "English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school" (Renandya, 2000, p. 12). "English is neither widely used for communication among the nation, nor is it used as the medium of instruction and also to read science-related materials in English" (Lourdes, 2006, p. 133).

According to Roger (2006), Barbara (2001) and Lourdes (2006), there are three categories of the language; First, English Native Language (ENL) is "a wide variety of countries, such as Australia, Belize, Canada, Jamaica, the United Kingdom and the United States, speak English as a native language. ENL countries are established when large numbers of English speakers migrate from other English speaking countries, displacing other languages, both local and immigrant" (Roger, 2003). English varies markedly from one ENL territory to another, and often from one region to another within heavily populated countries such as the US and UK, a state of affairs which, as travelers know well, can lead to problems of intelligibility.

Second, English as Second Language (ESL) refers to specialized approaches to language teaching designed for those whose primary language is not English or a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment. That environment may be a country in which English has an established role such as India and Nigeria (Barbara, 2001).

Third, English Foreign Language (EFL) refers to English learning in schools, colleges and universities around the world in non-English speaking countries (Lourdes, 2006). He also stated that cultural content is more international than in the typical ESL class. In addition, every year hundreds of thousands go to English-speaking countries to do intensive courses in dedicated EFL schools and English outside the classroom, doing General English, English for Specific Purposes, for Academic Purposes, or to prepare for an exam, such as TOEFL or IELTS. They then go home (or elsewhere) to use English for work, study, to teach English, to travel in the world. Though some attend EFL schools to live in an English-speaking country, most use English for international communication, such as scientists as part of their research careers. Many are multilingual, and all use English alongside their other languages and there are those that simply like English, often not even needing English. In addition, EFL will be the main foucus of this research to be discussed further.

2. Who is EFL student?

EFL students where the teacher teaches English to students in a country where English is not the native language. For example, an Indonesia student learning English in Indonesia would fall under this category. "An EFL student is far more likely to be learning the language for academic purposes and the emphasis of teaching will be different. Students are usually more receptive to learning reading and writing and less concerned with speaking and listening, unless they work in an industry where they will communicate with other English speakers" (Lourdes, 2006, p. 135).

Identity-communication continuum can be explained why EFL when used for international communication, is likely to display relatively little variation. In contrast, "the more localized its use, the more variation it is likely to display, in the form of nativised and local norms" (Kikrkpatrick, 2007, p. 169).

In the case of ASEAN EFL, the result of early research suggest that speakers have little difficulty in communicating with one and another, despite the inherent differences in the Englishes that each speaker brings to the interactions.

The lack of variation displayed circle speakers in International EFL interactions, but perhaps this is not surprising at all. English opeates as *lingua franca* at number of different levels, including local, national, regional and International. Appearanntly, the more localized the use of Enlish as *lingua franca*, the more variation it is likely to display. Conversely, the more international its use, the less variation its likely to display.

When used in a local setting, EFL will display identity markers. Thus code-switching and explicit used of nativised norms can be expected. When used for international communication, on the other hand, the speakers will consciously avoid the use of local nativised norms and expressions. Thus, in the ASEAN ILF data, the only use of code-mixing occured in the conversation that included a Singaporean and Indonesia, when they reffered to Singaporean English as rojak English. "Rojak English is an Indonesian-Malay word that usually refers to a kind Indonesian mixed salad and the terms was familiar to both of them, but not to the third member of conversation, a Cambodian" (Kikrkpatrick, 2007, p. 168).

ASEAN EFL provide both pragmatic and mathetich functions, as it has taken over the academic domain from other European languages, however, much more research is needed to search this information.

Meierkord found that participants in EFL interactions worked to preserve the face all participants to ensure each other benevolent attitude. The strategies reported by Fifth and Meierkord are also found in the ASEAN EFL interactions.

Perhaps the best-known grammatical study into EFL Jenkin's work into the phonology of international English. "This is one of the particular pedadogic value, as mentioned earlier, the identification of *lingua franca* which shows, among other things, which sounds and aspects of pronunciation hinder mutual intelligibility and which do not" (Kikrkpatrick, 2007, p. 167).

B. **Theoritical Review of Public Speaking**

1. **Definition of Public Speaking**

Public Speaking is one language skill which is very important to be mastered by students in order to be good communicator. "Public Speaking is the verbal use of language to communicate with others" (Fulcher, 2003, p. 23). Speech is one of examples that students must choose how to interact in expressing themselves and forming social relationship through speech. According to Hall speaking in an ability that is taken for granted, learned as it is through process of socialization through communicating (Fulcher, 2003)

"Public Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech" (Hornby, 1987, p. 827). In short public speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of public speaking.

2. **Elements of Public Speaking**

Many students have difficulties in public speaking. There are many elements of public speaking that must be mastered by students in order to be a good public speaker: (Barnes & Lock, 2010, p. 139-142).

2.1. Connected speech

The effective speakers of English need to be able not only to produce the individual phonemes of English, but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. It is for this reason that we should involve students in activities designed specifically toimprove their connected speech.

Speech is a continuous stream of sounds, without clear-cut borderlines between each word. In spoken discourse, we adapt our pronunciation to our audience and articulate with maximal economy of movement rather than maximal clarity. Thus, certain words are lost, and certain phonemes linked together as we attempt to get our message across.

How this affects native and non-native speaker is a native speaker has various devices for dealing with indistinct utterances caused by connected speech. They take account of the context, they assume and hear words with which they are familiar within that context.

Non-native speakers, however, are rarely able to predict which lexical item may or may not appear in a particular situation. They tend to depend almost solely on the sounds which they hear. Learners whose instruction has focused heavily on accuracy suffer a "devastating diminution of phonetic information at the segmental level when they encounter normal speech." (Brown, 1990, p. 65).

2.2. Expressive Devices

Native of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal means how they are feeling. The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

Hübler (1998) stated "grammatical devices are expressing emotion across time six grammatical devices which communicate expressivity, specifically, the speaker's attachment to the proposition and or the receiver" (Hübler, 1998, p. 253). Here, He argues that traditional linguistics has failed to provide an adequate framework for understanding the expressive function of language implicit in such structures as the the passive and the periphrastic.

A person uses expressive language every time he or she communicates his needs, thoughts, and ideas to others using words, phrases, or sentences. Expressive language, though, is a very broad term. As speech- language therapists, we break expressive language down even further into three distinct parts: semantics, syntax, and morphology. We do this so that we can better describe and treat the core problem.

2.3. Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

The term "lexis", which was traditionally used by linguists, is a common word these days and frequently used even in textbooks. Using a lexical term borrowed from the realm of linguistics instead of the word vocabulary because vocabulary is typically seen as individual words (often presented in lists) whereas lexis is a somewhat wider concept and consists of collocations, chunks and formulaic expressions. It also includes certain patterns that were traditionally associated with the grammar of a language (Lewis, 1993).

Recognizing certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis or elaboration. Indeed, since the concept of notions and functions made its way into language teaching, particularly as Communicative Language Teaching (CLT) gained prominence, some structures associated with grammar started to be taught lexically (or functionally). The word "I'd like to" is not taught as "the conditional" but as a chunk expressing desire. Similarly many other "traditional" grammar items can be introduced lexically relatively early on.

All familiar with students who on one hand seem to know the "rules" of grammar but still fail to produce grammatically correct sentences when speaking or, on the other, sound unnatural and foreign-like even when their sentences are

grammatically correct. Michael Lewis (1993), who might be considered the founder of the Lexical Approach, once claimed that there was no direct relationship between the knowledge of grammar and speaking. In contrast, the knowledge of formulaic language has been shown by research to have a significant bearing on the natural language production.

Learning a language is a cyclical process and full mastery takes a long time to achieve. If we go back to our "would" example, this modal verb has a variety of uses. Apart from expressing desire mentioned above, it can be used to talk about Future in the Past, hypothetical or imaginary situations and past habits to name but a few. Thus students using "would like" to express desire do not have the full mastery of this complex modal verb. Yet, it does not prevent them from using it appropriately in certain situations Likewise, many seemingly difficult grammar structures can be introduced to talk about specific functions or situations (Lewis, 1993).

2.4. Negotiation language

Negotiation of meaning is a process that speakers go through to reach a clear understanding of each other. The example is asking for clarification, rephrasing, and confirming what you think you have understood are all strategies for the negotiation of meaning. For instance, in the classroom, Information gap activities such as jigsaw reading or listening, group story building, spot the difference and communicative crosswords are examples of activities that give

learners the opportunity to develop their communicative competence through negotiation of meaning as they share information.

According to Hammer (2002) "the effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying" (Harmer, 2002 p. 269). We often need ask for clarification when we are listening to someone else talk. Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements.

3. Characteristics of Spoken Language

Public Speaking skill is seen as somewhat difficult for some language learners. Here, a public speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a public speaker speaks withouthaving good attention at accuracy or fluency. Brown said "there are eight characteristics of spoken language can make oral performance easy as well as, in some cases, difficult": (Barnes & Lock, 2010, p. 139-142).

3.1. Clustering

Clustering (sometimes also known as 'branching' or 'mapping') is a structured technique based on the same associative principles as brainstorming and listing. "Clustering is distinct, however, because it involves a slightly more developed heuristic" (Buzan & Buzan, p. 42).

Clustering procedures vary considerably, although the fundamental objective is to equip students with tools for arranging words, phrases, concepts, memories, and propositions triggered by a single stimulus (i.e., a piece of information, a topic, a provocative question, a metaphor, a visual image). "As with other invention techniques, clustering should first be modeled and practiced in class so students can eventually incorporate the tool into their own repertoire of invention and planning strategies" (Ferris & Hedgcock, 2005, p. 56). Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

3.2. Redundancy

Generally, we need to pick up about three words in ten to get an inkling of what a conversationis about; it is the lack of redundancy in mathematics and its teaching that explains why so much maths be wilders so many people. Redundancy can be rhetorical, but it can also be a practical way of shielding meaning from confusion--a safeguard, a reassuring and stabilizing kind of predictability (Hitchings, 2011). The public speaker has an opportunity to make

meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3.3. Reduced forms

Reduced forms are words that are not written in English but that are frequently used by native speakers. It's important to be able to recognize them so we can understand spoken English and sound more natural when we speak. Here are some of the most useful reduced forms:

- Gonna, gotta, wanna, oughta = going to, got to, want to, ought to ("I'm gonna go to the store.")

- 'Cuz = because ("I'm going to stay in tonight 'cuz I'm tired.")

- Dunno = don't know ("I dunno what I want to do.")

- Couldya, wouldya = could you, would you ("Couldya quiet down?")

- Gimme, lemme = give me, let me ("Couldyagimme a piece of that cake, please?")

- Shoulda/woulda/coulda = should have, would have, could have ("We shoulda picked up a birthday card.")

- Kinda/sorta = kind of, sort of ("I kinda like this song, but the chorus is annoying.")

- Lotta/lottsa = lot of, lots of ("There sure are a lotta tourists and lottsa souvenir shops around here.")

- Mighta/might've = might have, followed by a consonant ("She mighta gone yesterday"), might have, followed by a vowel ("He might've agreed to go if you hadn't told him how much tickets cost.")

- How are ya? = How are you? ("I haven't seen you in weeks! How are ya?")

- Whaddya = what do you ("Whaddya want to do with your day off?")

- Whatcha = what are you ("Whatcha planning to do?")

- C'mon = come on ("C'mon, let's go!")

- Jus' = just ("That's jus' perfect.")

- See ya = see you ("See ya later!")

The examples above are sometimes become the special problems in teaching speaking English.

3.4. Performance Variables

One of the advantages of spoken language is that the process of thinking as what we speak, allows usto manifest a certain number of performance hesitations, pauses, backtracking, andcorrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as *uh, um, well, you know, I mean,like,* etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

3.5. Colloquial Language

Colloquial, conversational, informal refer to types of speech not on a formal level. Colloquial is often mistakenly used with aconnotation of disapproval, as if it meant "vulgar" or "bad" or "incorrect"usage, whereas it is merely a familiar style used in speaking and writing. As has been stated "Make sure our students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms" (Schon, 2011, p. 55).

3.6. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes offluency. Studies show speech rate alters depending on the speaker's culture, geographical location, subject matter, gender, emotional state, fluency, profession or audience.However, despite these variables, there are widely accepted guidelines: (Gilbert, 2010).

- Slow speech is usually regarded as less than 110 wpm, or words per minute.

- Conversational speech generally falls between 120 wpm at the slow end, to 160 - 200 wpm in the fast range.

- People who read books for radio or podcasts are often asked to speak at 150-160 wpm.

▪ Auctioneers or commentators who practice speed speech are usually in the 250 to 400 wpm range.

Generally people are not conscious of their habitual speaking speed and if they are understood by those listening there is little reason to change. Their speech could be considered too slow or too fast by people *outside* of their normal environment but if they are not routinely communicating with them it doesn't really matter.

However changes of audience and speech purpose can force a need to become more aware of speaking speed. For example a shift from one part of a country to another, from a slower speaking area to a faster speaking one, will, through audience response, make a habitually slower speaker aware of their speech rate. Similarly someone with naturally fast speech who takes a job requiring presentations to colleagues or customers, will find themselves having to slow down in order to communicate effectively.

3.7. Rhythm Stress and Intonation

Stress is the force placed on a word in speaking to make the meaning clear in many sentences. When you say some words with more force and others with less force. "English has stress sounds on the main words such as verbs, nouns, adjectives and adverbs that we call content words such as nouns : bag, sauce, verbs: walk, drive, hit, adverbs: well, fast, and adjectives: fat, big, thin. And some words we do not stress they are called Function Words such as

determiners: the, an, a, some, any, a few, auxiliary verbs: am, was, can, could, should, must etc., prepositions: near, next to, after etc., conjunctions: but, and, or, for, as etc., pronouns: he, she, we, they, him, her etc" (Peter, 2010, p. 144).

Intonation is kinds of pitch which means the lowness or highness sound. When saying such a sentence, the voice can rise to a higher tone or a lower tone that makes speech lively and the meaning clear. Intonation is a problem of learning English for learner who wants to speak the language fluently as a native speaker. Intonation is the music of a language, and it is maybe the most important factor of good accent. English has intonation to tell the way how speakers express (Peter, 2010). This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

3.8. Interaction

Learning to produce waves of language in a vacuum–without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. For example, the hearer

may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

4. The Factors of Public Speaking Skill

No language skill is so difficult to assess with precision as public speaking ability, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like writing, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. Either five components are generally recognized in analyses of the speech process: (Harris, 1969).

4.1. Pronunciation

Pronunciation including the segmental features-vowels and consonants and the stress and intonation patterns. Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear *RP* (received pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world.

How we use spoken stress and rhythm is also an important part of pronunciation. For example, it is important to know which syllables in a word are

stressed and how different patterns of stressed and unstressed syllables are pronounced. There are also common patterns of intonation in English which enable us to give special emphasis to particular words, phrases and sentences.[1]

4.2. Grammar.[2]

Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. No commonly-spoken language is fixed. All languages change over time. What we call "grammar" is simply a reflection of a language at a particular time. Here are the devices of grammar:

4.2.1. Nouns

A noun is a part of speech that denotes a person, animal, place, thing, or idea. The English word noun has its roots in the Latin word *nomen*, which means "name." Every language has words that are nouns. As you read the following explanations, think about some words that might fit into each category.

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[1]("Pronunciation" from English Grammar Today © Cambridge University Press.)
[2]EF Education First Ltd.

4.2.1. Adjectives

Adjectives modify, or describe, nouns. The words *tall, beautiful, irresponsible, & boring* are adjectives. An adjective is a part of speech which describes, identifies, or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting. Instead of just one word, a group of words with a subject and a verb, can also function as an adjective. When this happens, the group of words is called an adjective clause.

- *For example:* My brother, who is much older than I am, is an astronaut.

In the example above, the underlined clause modifies the noun "brother."In addition, phrases and clauses are both groups of words and the main difference is that clauses have subjects and verbs, while phrases don't.

4.2.2. Adverbs

Adverbs modify adjectives, verbs, or other adverbs. They tell us how, when, and where things happen. They express quantity, intensity, frequency, and opinions.An adverb is a part of speech used to describe a verb, adjective, clause, or another adverb. It simply tells the readers how, where, when, or the degree at which something was done.

Examples:

1. The manager accepted the challenge *very* **nicely**.

   The italicized word is an adverb that describes **nicely**, which is another adverb.

2. Tears began to fall as he saw the *completely* **lifeless** body of his wife.

   The adverb in this sentence is *completely*, which describes the adjective **lifeless**.

3. **Surprisingly**, the cubicles of the public restroom are clean.

   Surprisingly is the adverb in this sentence. It modifies the clause that comes right after it. Even though all of the sample sentences above have one-word adverbs, adverbs are not limited to a single word. Sometimes, adverbs come in phrases

4.2.3. Determiners

Articles, quantifiers, and other determiners modify nouns. They resemble adjectives in that way. Determiners help us say what we are talking about. In English grammar, a *determiner* is a word or a group of words that specifies, identifies, or quantifies the noun or noun phrase that follows it. Also known as a *prenominal modifier*.

Determiners include articles (*a, an, the*); cardinal numbers (*one, two, three . . .*) and ordinal numbers (*first, second, third . . .*); demonstratives (*this, that, these, those*); parities (*some of, piece of,* and others); quantifiers (*most, all,* and others); and possessive determiners (*my, your, his, her, its, our, their*).

4.2.4. Verbs

Verbs are action words. They tell us what is happening and when (past, present, future). Verbs can also express possibilities and conditions.There are two common verbs in English, physical verbs and mental verb. Physical verbs are action verbs. They describe specific physical actions. If you can create a motion with your body or use a tool to complete an action, the word you use to describe it is most likely a physical verb.

4.2.5. Speech

When we report what someone says, we can cite the person directly or indirectly. Indirect speech rules are an important area of grammar.There are many different types of figures of speech. Two that are closely related are similes and metaphors. A **simile** is a comparison between two objects using the words 'like,' 'as,' 'seems' or 'appears.' Look at the following example: 'My dog is like a tornado; she dashes through the house, destroying everything she touches.'

The first part contains the simile: the dog is being compared to a tornado. The second part explains the comparison. The dog is like a tornado because she destroys things wherever she goes. The use of the simile gives a better picture of the dog and adds some color to the description. A **metaphor**, then, is a comparison between two objects without using the words listed above. Metaphors are usually stated as one object is another object.

4.2.6. Punctuation

Punctuation is not part of oral grammar, but it is essential to master in written English. In relative clauseswe use relative clauses in English to create more complex and more precise sentences. The most common punctuation marks in English are: capital letters and full stops, question marks, commas, colons and semi-colons, exclamation marks and quotation marks.

In speaking, we use pauses and the pitch of the voice to make what we say clear. Punctuation plays a similar role in writing, making it easier to read. Punctuation consists of both rules and conventions. There are rules of punctuation that have to be followed; but there are also punctuation conventions that give writers greater choice.

4.3. Vocabulary

A vocabulary is a set of familiar words within a person's language. Vocabulary can be defined as the words of a language, including single items and phrases or chunks of several words which covey a particular meaning, the way individual words do. Vocabulary addresses single lexicalitems words with specific meanings, but it also includes lexical phrases or chunks. A vocabulary, usually developed with age, serves as a useful and fundamental tool for communication and acquiring knowledge. "Acquiring an extensive vocabulary is one of the largest challenges in learning a second language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571).

4.4. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and with expression. Fluency is a particular case in point. Language learners often set themselves the goal of becoming fluent in a language. Job adverts often specify "fluent in English" as a requirement. But what does being "fluent" in a language actually mean? If we look in the Longman Dictionary of Contemporary English we see that fluent means "able to speak a language very well". Fluent speech or writing is described as "smooth and confident, with no mistakes". In general, fluency is most often associated with spoken language but is that the goal of all language learners.

4.5. Comprehension

For oral communication certainly requires a subject to respond to speech as well as to initiate it. A particular speaker has to be mastered about the materials that will be brought in delivering something. But no learner will be equally proficient in all four language skills in the same way that no native speaker is equally proficient in all skills in their first language. Some of us are better at writing than speaking, and many are illiterate in their first language. A true measure of language proficiency needs to take into account all of the skills.

The six factors of speaking skill above have important role inPublic Speaking. By mastering all the factors, people can produce good speech.

5. **Techniques in Teaching Public Speaking**

According to Harris (1969), There are several classroom speaking activities which are currently used; Acting from script, Speak Crealrly, Practice, Speak with Confident, Sight Reading, and Relax (Harris, 1969, p.81-82).

5.1. Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

Remember that cliché: *"it's now what you say; it's how you say it?"* That truism extends to the voice acting world, too. Take the time to improve students' voice and students' ability to convince people, and also commitment to the script. These are thecompiled steps to take students' speaking abilities to a higher level.

5.1.1. Voice Over Training: Speak Clearly

This is one of the no duh's of voice acting. With any voiceover no matter how fast clarity is a key. Every word needs to be heard by the listener, thus, any muddled phrase could destroy that. Practice speaking with correct pronunciation and enunciation. It might feel a little "over the top" at first, but on the recording, it'll sound just right.

5.1.2. Voice Over Training: Speak With Confidence

Speak it with all the confidence in the world. Imagine that you're trying to karate chop through a cinderblock any bit of doubt will lead to a broken hand, not a broken block. The same goes for odd voiceovers where you have to make a weird sound or voice.

5.1.3. Voice Over Training: Start "Sight Reading"

For major projects that could take hours and hours like performing the voice over for an audiobook or educational video it could become needlessly time-consuming to read, reread, and reread the script *again* before starting voiceover. Instead, practice speaking well during the first read through: it might take a while before your mouth and eyes start working in sync.

5.1.4. Voice Over Training: Practice

"We talkin' about practice*?"*
Allen Iverson. Yes. We talkin' about *practice*.

The best voice over artists can say thousands and thousands of words before they make a mistake. But it takes years to cultivate that skill. Practice makes perfect and the same goes with voice overs. Soon, the students will get into the rhythm where your reading and speaking is so connected and flawless they will save time, get more gigs, and reap the benefits for their career.

5.1.5.   Voice Over Training: Relax

This final tip could be the most important. Because suddenly, everything is riding on these 20 or so seconds and that makes students super tense. Take a deep breath from belly and exhale could be a choice. Smile also makes students feel confident with their abilities.

5.2.   Communication games

Public Speaking activities based on games are often a useful way of giving students valuable practice, where younger learners are involved. Games based activities can involve practice of oral strategies such as describing, predicting, simplifying, and asking for feedback.

'There is a common perception that all learning should be serious and solemn in nature, and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception and it is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games.

There are many advantages of using games in the classroom; games are a welcome break from the usual routine of the language class, they are motivating and challenging, learning a language requires a great deal of effort, helping students to make and sustain the effort of learning, providing language practice in the various skills- speaking, writing, listening and reading and language practice in the various skills-speaking, writing, listening and reading. They also encourage

students to interact and communicate and create a meaningful context for language use (Uberman, 1998, p. 20).

5.3. Discussion

One of the reasons that discussion fail is that students are reluctant to give an opinion in front of the whole class, particularly if they cannot think of anything to say and are not confident of thelanguage they might use to say it. Many students feel extremely expose in discussion situations.There are many different types of discussions. From whole class discussions to small group ones, discussions present many advantages when teaching. Specifically, "there are five advantages that make discussions a valued approach for teaching college students": (Ersoz, 2000, p. 35).

a. *Explore different perspectives*. Discussions enable students to consider various viewpoints on a topic. As classmates directly share their opinions, thoughts, and questions about course content, students learn from others. Students bring a host of different characteristics to class that inform how they understand and make sense of a topic. The use of discussions brings these experiences to the forefront more effectively than nearly any other teaching approach.

b. *Students assume a sense of ownership of class and learning*. One of the best advantages that I've found with discussions is that students become responsible for the class and their own learning. At times, I have had classes struggle with the idea of discussions. I once taught an undergraduate class that I could not get to talk about the topic for the day. For four or five weeks, I was

constantly pulling teeth to get them to talk. I finally said that I was going to sit there until someone said something (and I reminded them there were no wrong answers). I asked a question and sat down. For about 30 seconds, we all sat in silence. Then one student and then another spoke up. We never had a problem again as they assumed partial ownership of the class.

c. *Explore topics deeper*. The use of discussions allows students to explore a topic more deeply than simply reading about it or listening to a lecture about the topic. Through the discussion, we can explore small aspects and details that might get ignored with other teaching approaches. Moreover, students are often the ones through their own questions and comments drive the discussion deeper on a topic. In this way, students engage at a level that helps ensure they fully comprehend the topic under discussion.

d. *Discussions force active participation*. Numerous studies of college students show that students learn better when actively engaged. I believe discussions are one of the most powerful, yet easiest ways to get students actively involved. Whether through group discussions or as an entire class, students are all capable of actively participating in a discussion.

e. *Comfort with ambiguity and complexity*. Perhaps the biggest challenge I've seen with both undergraduate and graduate students over the years is an inability to manage ambiguity and complexity. There are probably many reasons for this from the high stakes testing environment in education to the recent fetish with rubrics. However, I believe this can be one of the greatest skills we can teach our students. We have programmed students to seek the right answer rather

than to ask the right questions. We have also pushed for the right answer without a sufficient understanding of why the answer is correct.

5.4. Prepared talks

A popular kind of activity is the prepared talk where students make a presentation on a topic of their own choice. Students should speak from notes rather than from a script. Preparedtalks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener.

C. The Roles of Teacher in Speaking Class

1. Type of Classroom Procedure

As with any other type of classroom procedure, teachers need to play a number of different roles during the speaking activities. However, There are three particular relevance if teacher are trying to getstudents to speak fluently: (Mallay and Pierce, 1996, p.87).

a). **Prompter**: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency teacher expect of them. However, teacher may be able to help them and the activity to progress by offering discrete suggestions. If this can be done supportively without disrupting the discussion, or forcing students out of role it will stop the sense of frustration that some students feel when they come to a "deed end" of language or ideas.

b). **Participant**: teacher should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm. At other times,however, teachers may want to participate in discussions or roleplays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuingstudent engagement, and generally maintain a creative atmosphere.

c). **Feedback provider**: the vexed question of when and how to give feedback in public speaking activities is answered by considering carefully the effect of possible difference approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations. Everything depends upon our tact and the appropriate of the feedback teacher gives in particulars situation.

2. **Types of Teacher's Assignment in Public Speaking Class.**

There are six broad types of oral communication activities that might be incorporated into curricula in many fields of study. Most are conducive to either formal or informal assignments. Some are realistically possible only in smaller classes or recitation sections, while others are appropriate for large lectures as well.

On their own, any of them can help students learn course materials or ways of thinking (speaking to learn). As Malarcher (1997) stated "incorporated

more systematically into a broader curriculum or major, they can together help move students to become more proficient speakers by the time they graduate" (Malarcher, 1997, p, 42).

a. **One-on-One Speaking (Student-Student or Student-Teacher):** Can range from moments punctuating a lecture, where students are asked to discuss or explain some question or problem with the person next to them, to formal student conferences with their instructor.

b. **Small-Group or Team-Based Oral Work**: Smaller-scale settings for discussion, deliberation, and problem solving. Appropriate for both large lectures and smaller classes and allows levels of participation not possible in larger groups.

c. **Full-Class Discussions (Teacher- or Student-Led)**: Typically less agonistic, argument-based, and competitive than debate and deliberation but still dialogic in character. Often times has the quality of creating an atmosphere of collective, out-loud thinking about some question, idea, problem, text, event, or artifact. Like deliberation and debate, a good way to encourage active learning.

d. **In-Class Debates and Deliberations:** A structured consideration of some issue from two or more points of view. Debates typically involve participants who argue one side throughout, while deliberation allows for movement by individuals within the process. Both feature reason-giving argument can be applied to issues of many kinds, from disputed scientific facts to theories, policy questions, the meaning of a text, or the quality of an artistic production can range from two participants to a lecture hall.

e. **Speeches and Presentations**: Classically, the stand-up, podium speech delivered by an individual from an outline or script. Also includes group presentations or impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward.

f. **Oral Examinations**: Can take place in the instructor's office, in small groups, or before a whole class. Range from one oral question on an otherwise written exam to an oral defense of a written answer or paper to an entirely oral quiz or examination. Difficult with very large groups, but an excellent way to determine the depth and range of student knowledge and to stimulate high levels of preparation.

Teacher plays big roles in teaching learning process. "Public Speaking teacher should play the roles above in order to make the speaking class runs well" (Harmer, 2010, p. 275). The teacher's role on the other hand is to facilitate communication between the learners during the set activities, to provide learners with insight on how to become a successful language learner by sharing his/her own personal experiences of language learning and to organize resources. With the rise of such student centered approaches to language teaching, taking into consideration the students opinions and feelings towards the learning process (Richards & Rogers, 1986).

The next chapter discussed the research methodology which included the design, participants involved in the research, instruments used in order to collect data, procedures in administering the data collection, and the analysis of the data collection.

CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of Research Location

The research took place at Universitas Islam Negeri Ar-Raniry, Banda Aceh. *Universitas Islam Negeri* (UIN) Ar-Raniry (State Islamic University) is the Islamic University under the authority of Department of Religious Affair. According to president decree number 64 year 2013, UIN Ar-Raniry was given as a new name for the previous IAIN (The State Institute for Islamic Studies) Ar-Raniry. UIN Ar-Raniry was firstly established on October 5th 1963. It is located at Jl. Ar-Raniry Kopelma Darussalam (Lingkar Kampus) – Banda Aceh. The name of Ar-Raniry was taken from Syeikh Nuruddin Ar-Raniry who reigned from 1637-1641. He has contributed a very valuable in developing Islamic thought in Southeast Asia, especially in Aceh.

UIN Ar-Raniry which is currently headed by Prof. Farid Wajdi Ibrahim, MA as the rector, is an Islamic educational institution which has graduated thousands scholars and some professors. As an Islamic University, it does not only concern about Islamic affairs but also on general knowledge with some branches. There are five faculties in UIN Ar-Raniry, they are Syariah and Law Faculty, Faculty of Education and Teacher Training, Ushuluddin and Filsafat Faculty, Dakwah and Communication Faculty, Adab and Humaniora Faculty, Science and Technology Faculty, Economic and Islamic Business Faculty, Social

and Government Faculty, and the last is Psychology Faculty. The aim of Faculty of Education and Teacher Training is to educate pious Muslim to become an expert in education and teaching of Islam that is able to develop and proficient in implementing knowledge in various educational institutions.

I specifically conducted the research about Students' Perception on Public Speaking Class at Faculty of Education and Teacher Training. This Faculty has eleven departments which are classified based on their specific studies and programs, namely *Pendidikan Agama Islam*/ PAI (Department of Islamic Teaching Education), *Pendidikan Bahasa Arab*/ PBA (Department of Arabic Language Education), *Pendidikan Bahasa Inggris*/ PBI (Department of English Language Education), *Pendidikan Matematika*/ PMA (Department of Mathematics Education), *Pendidikan Fisika*/ PFS (Department of Physics Education), *Pendidikan Biologi*/ PBL (Department of Biology Education), *Pendidikan Kimia*/ PKM (Department of Chemistry Education), *Manajemen Pendidikan Islam*/ MPI (Department of Islamic Education Management), *Pendidikan Guru Madrasah Ibtidaiyah/* PGMI (Department of Elementary School Education), *Pendidikan Guru Raudhatul Athfal/* PGRA (Department of Early Chilhood Education), and *Pendidikan Teknik Elektro*/ PTI (Department of Electrical Engineering Education).

Department of English Language Education which is known as *Pendidikan Bahasa Inggris* (PBI) is the place where I conducted the research. Department of English Language Education of Faculty of Education and Teacher Training was chosen because it represents my participants for the research. It is

one of the leading and reputable departments that many students eagerly study in. As it was named, this department specializes in teaching English as foreign language and prepares its graduates to be a good English teacher at school or a professional in university. Department of English Language Department which is currently headed by Dr. T. Zulfikar, S.Ag., M.Ed, has a very good facility. It provides classes with standard quality. Besides, it also has one laboratory which often used for TOEFL test and learning activities. Having those standard facilities, Department of English Language Education has become as one of the most favorite department that is chosen by high school student who enroll UIN Ar-Raniry every year.

Lecturers and students are two most important parts in teaching learning process at this department. The quality of transferring knowledge process in the class is relied mostly on the quality of the lecturers. On the other hand, student is also determined the quality of English Language Department, especially in Public Speaking Class.

Department of English Language Education has 32 full time and 35 part time lecturers. Most of the lecturers are graduated from English Language Department and some of them from other Universities. Besides lecturers, the students also pay the significant role succeeding teaching learning process. There are about 1.200 students of English Language Department by 2017. They are classified by their year entrance which are from 2013 until 2016.

B. Research Design

I believe that qualitative methods would provide the multidimensional data necessary to gain an understanding of the dynamics of students' perceptions towards English Public Speaking class. Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to social or human problems. As Creswell (2014) stated "the process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher doing interpretations of the meaning of the data and the final written report has a flexible structure" (Creswell, 2014, p. 32).

According to Craswell (2014) "a popular and helpful categorization divided qualitative methods into five groups: ethnography, narrative, phenomenological, grounded theory, and case study" (Creswell, 2014, p. 32). While the five methods generally use similar data collection techniques (observation, interviews, and reviewing text), the purpose of the study differentiates them something similar to different types.

In this research, I will use case study which involves a deep understanding through multiple types of data sources. "Case studies can be explanatory, exploratory, or describing an event" (Cresswell, 2014, p. 33).

C. Participants

The participants of study are English students of UIN Ar-Raniry Banda Aceh. In this thesis, I will choose random sampling which is included in non-probability sampling, because random sampling is the purest and the most straightforward probability sampling strategy. It is also the most popular method for choosing a sample among population for a wide range of purposes. In random sampling each member of population is equally likely to be chosen as part of the sample. It has been stated that "the logic behind simple random sampling is that it removes bias from the selection procedure and should result in representative samples" (Gravetter, 2011, p. 146).

Ideally, the sample size of more than a few hundred is required in order to be able to apply random sampling in an appropriate manner because it involves the representativeness of sample group and less room for researcher bias compared to non-random sampling techniques by choosing 15 students of sixth semester who have taken English Public Speaking class which is expected to represent 291 students of English Language Education and it is considered as appropriate number in case study in which females are more dominant than male students. By this technique it is free of classification error, it requires minimum advance knowledge of the population other than frame, and it is suitable for my research. It is simplicity can be very helpful in data interpretation of this research.

D. Methods of Data Collection

In collecting the data, we need measurement instrument which refers to various methods through researcher obtains data from respondents for research work. The term of data refers to all forms of information that previous researchers obtain from participants of the study which asserts data refers to any fact, observation or facts relating to the subject of the study. There are different types of measurement instruments that can be used by previous researchers for their studies. It depends on the nature of research that is to be carried out (Adedokun, 2003, p. 57).

There are some instruments that are used to collect data from participants of the study which are mainly used by researchers to collect reliable data which will be later be analyzed. They include interviews, questionnaire, observations, focus group discussion and experiment. "Each of the instruments shall be discussed in turn and also point out their merits and demerits" (Aina, 2004, p. 132).

In addition, in collecting the data, I use interview to know the result of my research. "There are five types of interview; they are structured interview, semi-structured interview, unstructured interview, informal interview, and focus group" (Warren & Karner, 2005, p. 307-312). In this research, I will use semi-structured interview which interviewers are free to answer the questions with student who join EPS class. This way to get the detail information about the way they think

and develop their practices in joining the EPS class. And also to get information how to do the students cope with their difficulties in EPS class directly.

In conducting interview, I would have previously prepared a schedule list of structured questions pertinently to the study before meeting respondents for their opinions on English Public Speaking class. I pose questions to the participants and the answers are recorded. Materials that could be used during interview period include tape recorder and paper.

According to Aina (2004) and Popola (2011), "the major advantage of this method is that it produces high response rate. Besides, it tends to be representative of the study, and personal contact between researchers and participants enable the writer to explain confusing and ambiguous questions in detail" (Aina, 2004, p. 135 & Popola, 2011, p. 187). However, its disadvantages include participants' bias, inaccessibility to wealthy respondents due to fear of insecurity and the amount of data that can be collected through this method is usually limited compare to questionnaire method. Interview can be conducted personally or through telephone or electronic mailing system.

There are two questions in this research to find out the opinion of the participants about teaching and learning EPS. The first question is what are students' perceptions about EPS class. To answer this question, I will try asking students' impressions about EPS class, the significance of EPS class, their improvement, and their responses towards the lecturer. Second, what are their challenges in EPS class. I will ask about students' problems and challenges,

strategies and ways to cope with their difficulties and their advices about EPS class.

In conducting interview, I will have a brief dialogue with students who join EPS class. The questions for interview were taken verbally. The participants are 15 EFL students of sixth semester of English Department of UIN Ar-Raniry which are interviewed at specified time according to their convenience and availability. All interviewed were in English and were tape-recorded, and the writer takes the note simultaneously. Each interview took about 10-15 minutes.

E. Data Analysis

The result of data collection which used interview in this study was analyzed qualitatively by using coding. The majority of qualitative researchers will code their data both during and after collection as an analytic tactic (Miles & Huberman, 1994). Differing perspectives, however, attest that "Coding and analysis arenot synonymous, though coding is a crucial aspect of analysis" (Basit, 2003, p. 145). Coding is a heuristic and an exploratory problem-solving technique without specific formulas to follow which is only the initial step toward an even more rigorous and evocative analysis and interpretation for a report and it is not just labeling (Richards & Morse, 2007). The result of the interview was analyzed using coding based on what participants said when the process of interview occurs. Coding is a good method used in analyzing and collecting the data interview, because it leads us from the data to the ideas, and from the idea to all

the data pertaining to that idea. Thus, to avoid misinterpretation in analyzing the data, the interviews were recorded to ease up in gathering nformation.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Research Findings

The following responses of the interview were the result of the research. In interview section, there were 15 participants in this section, eight females and seven males. I used two topics guide to gain further data on perception and challenges used by students in EPS Class, which consists of five questions of perception and five questions of challenge questions. In this section, the analysis is presented.

As has been described in the previous chapter, the techniques of data collection used in this study were semi-structured interview. There are ten questions asked to the respondents. I administered to obtain information about students' perception towards EPS class.

B. EFL Students' Perceptions about EPS class

The first Research Question is about EFL students' perceptions of English Public Speaking Class. There are several aspects of perceptions that I wanted to know; Impression, the importance of EPS class, the improvement, the materials, and the lecturers.

B.1. Impressions

Almost all participants said that they were really excited to EPS class because they think it was benefit to their communication skill. Based on some answers, here are some participants' impressions about EPS class:

B.1.1. More Developed Class

Almost of participants said that EPS class was different with speaking 1, 2 and 3 that they have taken in the previous semester. EPS class was more developed on how to deliver ideas, topics and styles rather that those speaking classes. As participant 11said:

> Before EPS class we first have speaking 1,2, and three class, so I guess that EPS class is kind of the same class that I have before, but later on I found that has kind of differences

This kind of statement was proven that "Public Speaking is making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words; making speech (Hornby, 1987, p. 827).

In short four out of fifteen participants believe that public speaking was more developed and different with speaking 1, 2 and 4. EPS also can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrases in interactive process of constructing meaning of public speaking.

B.1.2. Enthusiastic

Almost all participants also felt curious, when they first came to EPS class, they have already read a lot regarding to EPS materials which might be discussed on that class. As participant 10 said:

> When I first came to EPS class, I feel excited and I have already seek the information and search the activities that must be done in that class

Based on that statement above, three out of fifteen participants feelso curious what would be discussed and what kind of activities that probably do by the teacher in order to improve students'Public Speaking ability. That is appeared on how they search the materials, activities, and information in order to know what is really matters and what is actually EPS class would be.

B.1.3. Anxious

Although most of participants have the high excitement on EPS class,a participant felt that she was so nervous and confused about what actually EPS class would be. As participant 8 said:

> At the first when I came into English Public Speaking class, actually I felt nervous, something like that, and then I thought that it will be okay

Based on the analysis above, students have the description about EPS and speaking class, curiosity and anxiety through EPS class. They believe that EPS class was different with speaking 1, 2 and 3 that they have taken in the fourth

semester. They also tend to search about the materials that must be learned in EPS class before class starts. But the other hand, participant 8 has different perspectives about the impression for the first came to EPS class.From the answers it can be concluded that fourteen out of fifteen students are really excited with EPS class.

B.2. The Importance of EPS Class

All participants claimed that EPS class means a lot to them in many sides.Here are several points related to the importance of EPS class.

B.2.1. Clear Message Delivery

Elaborating the ideas becomes one of the crucial points in Public Speaking Skill. It means a lot when you can speak with appropriate words and good ideas order. It is stated by participant 4:

> EPS for me is more than just delivering messages, more than just delivering the presentation well, but because it is English language, so we have to combine it between delivering foreign language and also have to do English Public Speaking well, so in this case, Public Speaking is not only we talk like in a foreign language, but how we can deliver the message, how we deliver the point of our talk to others so they can get the information, they can understand well

Based on the description of participant 4, it can be concluded that doing a public speaking is not only focus on how good our styles are, or how good our ability in Public Speaking, but it is better if we also put a strong attention on how good we deliver the meaning of our message so that the audiences can understand

clearly what we are talking about. It is same as the importance of rate delivery which has been stated in chapter II: "Another salient characteristic of fluency is rate of delivery. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency. Studies show speech rate alters depending on the speaker's culture, geographical location, subject matter, gender, emotional state, fluency, profession or audience" (Schon, 2011, p. 55). In short, two of fifteen participants agreed that EPS class help her to make audiences understand what she said.

B.2.2. Learning new knowledge

In English Public Speaking class it is not only needed a specific style or ability but we have to know a lot by reading the actual news, topics, information and materials which can broaden our knowledge in delivering speech or talks. As participant 10 said:

> EPS means a lot for me because I learnt much new knowledge in that class, because how to say… I mean. Not every people can speak in front of people, so that's why this class is really helpful for us especially in education part and also in social

Based on statement above, it can be concluded that participant 10 learnt much new knowledge from EPS class issues which she never been got previously. She got the knowledge from the topic which has been discussed in EPS class. Sharing ideas, discussing something and response towards others' students questions are the ways how students got a new information. She divided it in two parts; education and social part.

B.2.3. Helpful in Speaking Contest

Students also feel the importance of EPS class in helping them easy to participate in such speaking contest, here are the experience of speaker 4: "I can feel the easiness of participation any contest related to this class".

Based on the statement above, she felt happy of EPS class because it helped her a lot in participation such kind of contest related to speaking. The class trained her and her friends a lot in learning the tips in fluency, style, and others which are benefit to practice in the contest. Otherwise, EPS is as a complete package for students to develop their quality in many aspects, if students can do a public speaking well, automatically they can reach their dreams through some contest as a jumping stone for them.

B.3. Improvement of Students' Speaking Ability

In English Public Speaking class, I found several advantages in improving students speaking activities; Improving Elements of Public Speaking Skills, Developing Word Choices and Improving Self-Confident.

B.3.1. Improving Elements of Public Speaking Skill

Most of participants answer EPS class can improve their speaking ability a lot, because they are trained regularly to speak confidently in front of huge number of audiences. There are several things that are being improved in English Public Speaking Ability;

a. Fluency

They believe that EPS class can make them speak more fluently. As participant 5 said that he was so helped by this EPS class which compares to the previous speaking classes, EPS class brought him a lot in fluency of Speaking. It stated by an expert: "fluent in English" as a requirement. But what does being "fluent" in a language actually mean? If we look in the Longman Dictionary of Contemporary English we see that fluent means "able to speak a language very well". Fluent speech or writing is described as "smooth and confident, with no mistakes". In general, fluency is most often associated with spoken language but is that the goal of all language learners? And what does being able to speak fluently show about the other language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571).

b. Intonation and gesture

Intonation becomes a crucial part in Public Speaking because it can differentiate some words which have several meanings. As participant 8 said that EPS class affected speaking ability in intonation which sometimes students do not realize how important it really was. And also participant 13 stated;

> Yes, of course, because like I said before that, we think, we learn about lots of things and then we also learn about some tricks and then how to manage our gesture, and then how to put the right intonation, yeah... I mean my public speaking is improving

From this statement above, it can be concluded that if our speaking ability is improved so do intonation and gesture as early stated: "Native of English change the pitch and stress of particular parts of utterances, vary volume and

speed, and show by other physical and nonverbal means how they are feeling"(Lewis, 1993, p. 134). If we speak in appropriate tone and gesture it means that we can be similar to a native speaker.The use of these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

c. Manner and style

EPS class are also trained them how to deliver the ideas in a good way and an appropriate style of communication which is not only using suitable intonation but also how it looks good and audiences understand about what we are saying.

As participant 6 said that EPS can teach him how to deliver the idea in a good way and a good style in public. It shows that EPS affects a lot to them in managing the emotion, anxiety and also automatically improve their manner when speaking in front of audiences.

All of the participants agreed that EPS class affect their speaking ability. They are being trained to speak regularly in front of the class by such assignment and activities which make them more fluent.

B.3.2. Developing Word Choices

Students sometimes feel difficult to choose an appropriate word in Public Speaking, it has similarities but not all the words are relevant with context. Through EPS class student feel better and developed to choose the appropriate words. As participant 4 said;

> Actually yes, because it is a little bit mentoring between the lecturer and the students and especially word choosing

From participant 4 answers, it can be concluded that EPS class help them led by the lecturer to choose the appropriate words in arranging the speech and delivering the ideas well, so that the statement will be meaningful and coherent one and another. As clearly stated by an expert: "Recognizing certain grammar structures as lexical items means that they can be introduced much earlier, without structural analysis or elaboration. Indeed, since the concept of notions and functions made its way into language teaching, particularly as Communicative Language Teaching (CLT) gained prominence, some structures associated with grammar started to be taught lexically (or functionally)" (Widdowson, 1990, p. 95). In short, one out of fifteen participants said that EPS class helped her to choose the appropriate words in speaking.

B.3.3. Improving Self-Confident

Delivering the message in Public Speaking is not only needed the ability of word choice, intonation, gesture, fluency or others if the students do not have high self-confident in their performances. EPS class has been being proven by the students which can improve their self-confident when delivering messages in front of such audiences. As participant 14 stated;

> I feel so confident in EPS class, because we are trained to be
> confident every single time

It can be concluded that EPS class affects their speaking ability a lot and not only the fluency but also the performance such as gesture, confident, and others.

B.4. Materials and Activities

All of participants agreed that they think EPS is fun and they got suitable materials for their classes, such as debate, presentation, speech, printed materials, impromptu speech, and others.

B.4.1. Debate

Debate is one of the activities which consider as the appropriate method to be applied in EPS class. It consists of many topics, feedback and time management. As participant 5 stated;

> EPS was so interesting class that I have ever joined, manage
> the class, doing debate

Based on the statement above, she believes that debate is really efficient to be applied in EPS class. It can make the students' speaking skill improved. Debate makes the students think in two points of view, positive and negative, so it supports students to broaden their knowledge in speaking, delivering the ideas well, getting lots of vocabulary words and learning some new issues. As stated earlier in chapter II In-Class Debate is a structured consideration of some issues from two or more points of view. Debates typically involve participants who argue one side throughout (Malarcer,1997, p. 42).It can be concluded that the debate materials which are given by the lecturer was suitable and interesting to enjoy the class.

B.4.2. Speech and Presentations

Speech and presentation are both crucial in elaborating the public speaking ability. It needs preparation especially in formal speech. Speech and presentation are also suitable for EPS class materials. Asparticipant 4 said;

> Our lecturer gave us speech and impromptu speech materials, and
> I think it was efficient for our class situations

Based on statement above, she believes that speech was one of the efficient activities in EPS class. As early stated "speeches and presentations: classically, the stand-up, podium speech delivered by an individual from an outline or script, also include impromptu speaking. A strong element of monologue, but dialogue can be built in with question and answer or discussion with the audience afterward (Malarcher, 1997, 42)". At the end, it can be

concluded that speech and presentations are the efficient activities which can affect student speaking ability in EPS class.

B.4.3. Printed Materials

Printed materials are usually given to students by the lecturer in order to make the learning process becomes easier and understandable. Printed materials can be separated by the EPS class process. As speaker 9 stated: "We can be given by...printed materials... And others"

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves, this frequently involves them in coming out to the front of the class.

Printed materials also extend to the voice acting world. As stated in the previous chapter II, "Acting from script takes can improve students' voice and students' ability to convince people, and also commitment to the script. These are the completed steps to take the students' speaking ability to a higher level" (Harris, 1969, p. 81-82).

In addition, participant 7 stated that the materials that were given also relevant and efficient for students;

> Talking about the materials of the EPS class that…the materials were amazing, were… efficient, I mean, because the lecturer discovered and gave the materials, and those kinds of materials were really suitable for my class… and the material is very efficient for me and very beneficial

To sum up, eleven out of fifteen participants from the statement above that the materials are given by the lecturer were debate, speech and printed materials which can be elaboratedthe students' ideas, and make the students enjoy the class a lot by those kind of efficient and suitable materials.

B.5. Lecturers

Most of participants agreed that their lecturers are so expert and fun.The lecturers tend to explain about the materials before class begins, in order to avoid any misunderstandings that might come up, make the class atmosphere becomes comfortable for every students, make lower the rank of nervousness that was felt by the students and the lecturer is not only explain the materials well but also can be a role model how to deliver public speaking well in front of many crowds.

B.5.1. Expert in His/ Her Field of Study

The lecturer must master in her or his own field which became the main point to be a professional lecturer.

On their own, any of them can help students learn course materials or ways of thinking. The lecturer becomes the source of leaning for students to ask and got the clear explanation. As participant 9 stated: "She is one of the best lecturers, she knows the materials well"

And the participant 7 also stated:

> If I have to say about the lecturer, she was really good, teaching this Public Speaking class, I think, she is very expert lecturer, the way she talks, the way she responded to my question or to my

classmates' questions, she did all that in a very good way, she did
that effectively, and I really like the lecturer

From the statement above, it shows the lecturer was so expert in which become the best place for student to ask questions and the lecturer knows how to answer the question that was being asked by the students. It was same as what has been stated earlier that when students get lost, cannot think of what to say next, or in some other way, teacher must be able to help them" (Mallay and Pierce, 1996, p. 87). In short, fourteen out of fifteen participants agree that lecturers are so expert in his or her field of study.

B.5.2. Create a comfortable zone

Most of participants believe that the lecture was so perfect, smart and can make the comfortable zone in EPS class, they believe that the lecturer can make the class situation more fun and focuse on the low average students and like to give a hot issue as the materials.

B.5.2.1 Focus on the under-average students

The lecturers are good, they pay more attention to students who are still shy to do a performance. As participant 12 stated:

The lecturer was so good, she creates the comfortable situation
in the classroom, she is so fair, she is more likely to be more
focus on the students who are still shy

From the statement above, it can be concluded that the students feel comfortable because the lecturer created such a warmth situation in the class

room, and the students can easily catch the materials well without any fear and being down.

B.5.2.2. Introducing new materials

Before class starts, it is better for teacher to introduce the materials that would be discussed in the class. And it also happens in this EPS class. Participants believe that the teacher systematically used the appropriate arrangement in handling the classroom. As participant 8 stated: "... She gave the information about the theory".

From the statement above it can be concluded that the lecturer is so well-prepared, she teaches the material before the class starts in order to avoid the miss understanding before learning process. As an expert stated "the teacher should introduce the new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere". (Mallay, 1996, p. 87). Ten out of fifteen participants said that lecturers always introduce new knowledge to them.

B.5.3. Motivated

Motivated lecturer is also one point that really crucial in the class learning process. And interviewee admits that the lecturer was also included in it. As participant 9 stated:

> …and also she was very motivated, alright... when she, for
> example, there is one day, in which I was not motivated to
> study because I had a problem in my family and then the

lecturer motivated me to do something, so that I am motivated
to study again

From the answer above, He was really enthusiast with the lecturer who became her favorite lecturer, because the lecturer responded the questions in a very good way, and motivated him, when he was down. But on the contrary, participant 6 said;

Actually our lecturer last meeting was, I mean that she was less concern with us, because she has another activity outside of the campus, and we just do online class

From the answer above it can be concluded that fourteen out of fifteen students claimed that the lecturers were so credible and make them enjoy the class.

Those are the five aspects that I found from the interview questions which are related to students' perceptions. Most of them had the positive perceptions towards EPS class, regarding to impression, the importance, improvement, materials and lecturers of EPS class situations.

C. Students' Challenges on EPS class

The second research question is about the challenges which students encounter in EPS class. Based on the answers of research interview questions, I found two aspects which are related to students' challenges in EPS class, they are; students' difficult experiences or challenge sand the way the cope with that challenges.

C.1. Difficult Experience and Challenges

Participants agreed there are many difficult experiences or challenges related EPS class. They are; hard to recognize ideas, unprepared performance, limited time, unfamiliar topic, nervous, and lack of self-confidence.

C.1.1. Hard to Recognize the Ideas

Having a brilliant idea in delivering public speaking is absolutely needed by every student. It becomes an important point in order to make a coherent talk. But most of participants feel hard to recognize the ideas and hard to systematically arrange some words when doing a performance. As participant4 said:

> It is to recognize the ideas, I just obtain random ideas, sometimes it is difficult for me if I don't write what I am going to say before performing on the class

From the statement above it can be concluded that participant 4 felt confused in recognizing the ideas because she got random ideas at the same time, she is hard to say them systematically before write them down first. It is same as what a theory on chapter II: "Acquiring an extensive vocabulary is one of the largest challenges in learning a second language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571). In addition two out of fifteen participants agree to write the ideas before their performances.

C.1.2. Unprepared Performances

Something would be good if we have prepared it well, it also happens to students before doing a performance. Most of participants got troubles when he or

she is obligated to speak up with no any preparation in a particular time which is too limited. As participant 2 said: "It is about time of preparation before speak, too limit".

Students hard to delivering the ideas well, arranging the point of what they want to speak, especially for shocking topics or also known as impromptu speech. They have to arrange the idea, collaborate it well and finding the appropriate words.

C.1.3. Anxiety and Lack of Self-Confident

Nervous becomes one of big problems which student face nowadays, they have the credibility of speak, but they failed delivering it because of nervous and losing some controls. As participant 3 said: "Nervous is disturbing my speaking, but I just try to deal with it".

From the statement above, it can be concluded that, it is hard to maintain the smooth of public speaking performances if we have got the nervous and anxiety of speaking in front of the audiences. It stated previously that the people who speak under control, lack of confidence, for instance: "Um… hi there… my name is, uh, Bob…"If you speak like the statement above, no one will hear you, because it is lack of confident and disturbing audiences' focus"(Barners& Lock, 2020, p. 139). It means that self-confident is really important to have in delivering speech.

C.1.4. Students' Group Problems

There is a difference between doing the assignment personally and in group order, as participant 4 said:

> It is okay if the assignment is made individually. I can manage and control the ideas with appropriate time, but when it puts into group performance, it is hard to do a good preparation. It is hard to deal with my group members to arrange the time, to practice before performing and at the end the result is not satisfied

It can be concluded that, Speaker 4 got a problem when she works in a group. There are two problems here, first, group member's business and second is practicing in group work. I analyze that she cannot deal with her friends' business out of campus, or just cannot find the appropriate time to discuss or do the assignment together, and finally, they hard to practice the speaking before performance and unfortunately, when the times of performance comes, they cannot prepare well, because the group performance is different with personal performance with full of divided work paper and activities. Moreover, participant 5 got no any particularly difficult experience or challenges in EPS class.

In short, from the data above it can be concluded that most of participants have the difficult experiences or challenges in EPS class, such as hard to recognize the word, unprepared presentation, anxiety and group problems, but only one participant has no any difficult experiences in EPS class.

C.2. Students' Ways to Cope with Challenges

Participants agreed that there are several ways to cope with their difficulties and challenges in EPS class, they are; practice more, many of them suggested to watch TED.com video to improve public speaking ability, read a lot, control the ego, more active, control the sound and rhythm, write what they want to speak, then record it and do the consult.

C.2.1. More Practice

Practice makes perfect. It is the familiar words that ever said to everyone who gets down by the bad performance. As participant 7 stated:

> I will do the practice regularly, in order to avoid my anxiety and sometimes I lost my ideas when speaking

From this statement, he wants to do a better practice ahead in order to train himself from the anxiety that might be come up when speaking performance is been stated in chapter II, "The best voice over artist can say thousands of words before they make a mistake. But it takes years to cultivate that skill. Practice makes perfect and the same goes with voice overs. Soon, the students will get into the rhythm of speaking is so connected and flawless they will save time, get more gigs and reap the benefits for their careers" (Barners & Lock, 2020, p. 140).

C.2.2. Expand Reading Materials

Students sometimes got unfamiliar topics because they tend to lack of reading habit. As participant 13 stated:

> I want to read about my speaking materials every morning before the class starts, expand my reading

Participant 13 wants to expand her reading materials, so that she can get enough information to be delivered in EPS class. It is also been stated previously that "for major projects that could take hours and hours like performing the voice over an audio book or educational video it could become needlessly time-consuming to read, reread, and reread the script again and again"(Barners& Lock, 2020, p. 140). It can be concluded that although the participants can speak fluently, they will be failed if they have no any knowledge about the topics. Three out of fifteen participants said that they must have prior knowledge or expand their reading materials before class starts.

C.2.3. Ego Control

Sometimes it is difficult to defend ourselves not to answer all the questions that we know best in the class. Participant 7 stated her feeling to control the ego in EPS class:

> One way how I fit to EPS class is to have ego controlled, I want to speak, but I have to give space for my friends. I have to know when I have to be silent, when I can speak

From the statement above it can be concluded that participant 7 wants to divided her activeness in the class and give the chance to the friends who are not

getting the chance to participate and being involved to the class' atmosphere. She wants to keep in mind that when she has to speak and when she has to be silent.

C.2.4. Be More Active

The participants who are not that active in the classroom suggest the way to cope with challenge is to be more active in the classroom. If they are given the second chance to come in EPS class, they want to be more active and speak up or response the questions. Participant 9 stated:

> I just want to be more active, ask the questions and response others' students' comments

From the statement above it can be concluded that, the student would be more active if they are given one more chance in EPS class, they want to raise their hand for questioning the lecturer, or response and give the feedback for other students' performances.

C.2.5. Watch English Video

Most of the participants agreed that watching the English video is a good way to develop speaking ability and cope with difficulties. They suggest the TED.com video to be watched. As participant 9 stated:

> It is good to watch TED.com, such an English video of speech, to persuade audience, to do a good style in speaking

It can be concluded that TED.com is one of the solutions to cope with the difficult experience and challenges in EPS class because it has lots of trips to do,

how to deliver the materials well and how to involve the audiences to come with our speech and take their attention on us. Thirteen out of fifteen students agree that Ted.com can be a very effective activity in order to cope with difficulties in EPS class situation.

C.2.6. Control the Sound, Rhythm and Intonation

The meaning of our speech sometime depends on how we sound it and control our rhythm on it. As participant 10 stated: "I would like to control my intonation and rhythm in order to create a good PS".

It has also been stated in previous, when you say some words with more force and others with less force. "English has stress sounds on the main words such as verbs, nouns, adjectives and adverbs that we call content words such as nouns : bag, sauce, verbs: walk, drive, hit, adverbs: well, fast, and adjectives: fat, big, thin. And some words we do not stress they are called Function Words such as determiners: the, an, a, some, any, a few, auxiliary verbs: am, was, can, could, should, must etc., prepositions: near, next to, after etc., conjunctions: but, and, or, for, as etc., pronouns: he, she, we, they, him, her etc" (Peter, 2010, p. 144).

Intonation is kind of pitch which means the lowness or highness sound. When saying such a sentence, the voice can rise to a higher tone or a lower tone that makes speech lively and the meaning clear. Intonation is a problem of learning English for learner who wants to speak the language fluently as a native speaker. Intonation is the music of a language, and it is maybe the most important factor of good accent. "English has intonation to tell the way how speakers

express" (Peter, 2010, p. 145). This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Without the clear voice, rhythm and intonation, the speech will be flat and sometimes can make the audience confused about the words.

C.2.7. Write the Idea and Record the Practices

Sometimes, when the students do not have the systematic idea, write it down before performance is a good way, as participant 8 stated:

I want to write the ideas before speaking, record it to my phone
and talk to my laptop using webcam

It shows us how she shows the way to avoid the shortcomings that may come up in delivering public speaking. First, she writes the ideas before speaking, second she record the sound on via mobile phone, and third, she tries to look her own face and how she is doing it through webcam on her laptop. This ways have been relevant with a theory which has been stated earlier: "Clustering (sometimes also known as 'branching' or 'mapping') is a structured technique based on the same associative principles as brainstorming and listing. Clustering is distinct, however, because it involves a slightly more developed heuristic (Buzan & Buzan, p. 42). Clustering procedures vary considerably, although the fundamental objective is to equip students with tools for arranging words, phrases, concepts, memories, and propositions triggered by a single stimulus (a piece of information, a topic, a provocative question, a metaphor, a visual image). As with other

invention techniques, clustering should first be modeled and practiced in class so students can eventually incorporate the tool into their own repertoire of invention and planning strategies (Ferris & Hedgcock, 2005, p. 56).

C.2.8. Do a Consultation

The last way is doing a consult, to avoid the bias information, this participant prefers to ask to her own lecturer about the materials or things that she does not really understand, participant 2 said: "If I find the difficulties I would like to do a consultation with my lecturer".

On the other hand, participant 5 does not have any difficulties in EPS class, she thinks that everything went smoothly without any shortcomings.

Dealing with how they cope with difficulties/ challenges in EPS class, each of them gets their own answers. From all the answers it can be concluded that fourteen out of fifteen students have difficulties and having their own ways how to cope with them.

Participants also agreed that there are several things that must be changed about their performance in previous EPS class, they would be more prepared for every things, practice a lot learn and read a lot about the unfamiliar topic, expanding the speech contents, and want to be more active in the class, watching English movies and do a consult with the lecturer.

Based on data above, most of partcicipants have the positive impact on how the first came to EPS class, they are really excited and curious about the materials that will be discussed in EPS class, they also really fun with EPS class

which can improve their speaking ability, self-confident, elaborate the ideas and they are really happy with the lecturer. They also have some challenges in EPS class, such as hard to recognize the ideas, anxiety, unprepared talks and others, but they also have the tips and ways to cope with those difficulties such as read a lot, watching English videos, doing a consult and others.

D. Discussion

The purpose of this study is to find out EFL students' perception towards English Public Speaking class. Students of English Language Education Department of UIN Ar-Raniry 2014 perceived that English Public Speaking is an important part in their learning process. Having been learning Speaking for one and half semester that were speaking 1, 2, and speaking 3 made them trained well to continue for speaking advanced. To collect the data I have conducted the semi-structured interview. The research questions of this thesis are about students' perceptions and students' challenges on Public Speaking class, based on the result of interview the respondents had a positive perception towards EPS class.

Generally, based on the result of interview that I conducted, most of the participants had positive perceptions towards English Public peaking class, instead of impression, the importance of EPS class, the improvement, the materials and the lecturers. They believed that EPS was an interesting and exciting subject that they have ever learned. They also can improve their performances in front of the public, and being able to follow such as competition which speaking ability is more dominant ,and they got succeed on it. They also believe that the

materials in the class were really appropriate and suitable which make them learn and read a lot before class started. The lecturers were also credible, they can fit into the class well, make a comfortable zone for students, giving such motivation when the students get down and explaining any materials clearly and understandable which is relevant with theory "Teacher should be good animators when asking students to produce language. Sometime this can be achieved by setting up an activity clearly and enthusiasm. At other time, however, teachers may want to participate in discussion or role players themselves, that way they can prompt confortable, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere" (Malarcher, 1997, p. 42) and "Teacher should play the roles above in order to make the speaking class runs well" (Harmer, 2010, p. 275).

On the other hand, there is a class which the lecturer was quiet busy so that he cannot attend the class regularly and create an online class which is not efficient as usual. In addition, they also had some difficult experiences or challenges during the class and shows the way how they cope with those challenges as well, such as anxiety, unfamiliar topics because less of reading habit, lack of preparation as in the Chapter II previously stated that "Prepared talks represent a defined and useful speaking genre, and if properly organize, can be extremely interesting for both speaker and listener" (Mallay and Pierce, 1996, p. 87), and did not deliver the speech well because of getting missing words and random ideas in the same time. They also have their own ways to cope with any difficulties of EPS class, such as watching TED.com video and asking the lecturer

to do a consult, on the other hand, one out of fifteen students does not have any difficulties and challenges in EPS class.

There are no negative responses of students' perceptions on Public Speaking Class They have the same positive perception on this class, they generally have the same perspectives of first impression in EPS class, the way they tell the importance of EPS class for them, their improvement on EPS class, materials and the lecturers.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, I present the conclusion and suggestion following the finding of the study. The first section is the conclusions of the research finding and the second is the suggestion dealing with the objectives of interview process.

A. Conclusion

From the research that has been done about exploring EFL Students' Perception on "Public Speaking Class" (A Case Study at UIN Ar-Raniry). The English Students of English Language Education 2014 took English Public Speaking class at fourth semester, they were really excited to EPS class because they think it was benefit to improve their skill in communication, and they tend to search about the materials that must be learned in EPS classbefore it starts.

They also believe that EPS class was different with speaking 1, 2 and 3 that they have taken in the previous semester. They also believe that EPS can be benefit for any contest that they participated and also benefit for their activities such as become a chief of one organization. EPS taught them how to deliver speaking well, elaborate the ideas, upgrade self-confidence, and speak in a good order, manner, and intonation. They also agreed that EPS class affect their speaking ability. They are being trained to speak

regularly in front of the class by such assignment and activities which make them more fluent and confident.

They also think EPS is fun and they got suitable materials for their classes, such as debate, presentation, speech, printed materials and impromptu speech. The lecturers are also credible, fun, smart and fun. The Lecturers tend to explain about the materials before class begins, in order to avoid any misunderstandings that might come up, make the class atmosphere becomes comfortable for every students, make lower the rank of nervousness that was felt by the students and the lecturer is not only explain the materials well but also can be a role model how to deliver public speaking well in front of many crowds, but there is a participant who is not satisfied with the lecturer's teaching procces. Participants agreed that there are many difficult or challenges related EPS class. They are; hard to recognize ideas, unprepared performance, limited time, unfamiliar topic, nervous and lack of self-confidence.

There are several things that must be changed about their performance in previous EPS class, they would be more prepared for every things, learn and read a lot about the unfamiliar topic, lowering speed of delivering speech, watching English movies, expanding the speech contents, and want to be more active in the class. There are lots of ways to cope with their difficulties and challenges in EPS class such as training more, many of them suggested to watch TED.com video to improve public speaking ability, read a lot, control the sound and rhythm, write what they want to speak, then record it and do the consult to the lecturer.

B. Suggestions

Based on the result of the study, some suggestions can be made for the following parties; the result of the study indicates that the ability of participants were good. But there were students who need more attention in the class, they tend to shy to do a performance not because they are not able to, but lack of motivation. Hopefully the lecturer can give the best time for them, and good explanation instead of business can be replaced by someone else who is eligible enough in handling the class. It is also hoped that this research can encourage them to consider a better way in learning EPS to achieve their target. The lecturer also can apply interesting methods to develop the students' public speaking ability, using interesting materials. There are still many aspects which can be analyzed about English Public Speaking class. Finally, other researchers can analyze other aspects inteaching-learning Public Speaking class and the result of this study may be used as early information to conduct further researches.

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