ENGLISH STUDENTS' STRATEGIES IN OVERCOMING PUBLIC SPEAKING DIFFICULTIES IN PUBIC SPEAKING CLASS

THESIS



Submitted by:

NANDA RIZKA UTAMI NIM. 140203155

Student of Faculty of Education and Teacher training Department of English Language Education

FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC STATE UNIVERSITY OF AR-RANIRY DARUSSALAM - BANDA ACEH 2019 M/1440

THESIS

Submitted to Faculty of Education and Teacher Training of UIN Ar-Raniry

Darussalam Banda Aceh as a Partial Fulfillment

Of the Requirement for Sarjana Degree (S-1)

On Teacher Education

By:

NANDA RIZKA UTAMI

The Student of English Language Education Department

Faculty of Education and Teacher Training

Reg. No. 140203155

Approved by:

Main Supervisor,

Dr. Maskur, MA

NIP. 197602022005022002

Co. Supervisor,

Siti Khasinah, M.Fd

NIP. 196904201997032002

It has been defended in Sidang Munaqasyah in front of The Council of Examiners for Working Paper and has been accepted in Partial Fulfillment of The Requirements for Sarjana Degree (S-1) on Teacher Education

On:

Monday, January 9th, 2019 M 3 Jumadil-Awwal 1440 H

Darussalam - Banda Aceh

The Council of Examiners:

Chairperson,

Dr. Maskur, MA

Ikhwanna Dhivah, S.Pd

Ayyub AR, M. Ag

Member,

Siti Khasinah, M.Po

Certified by: he Dean of Faculty of Education and Teacher Training

Ar-Rahiry State Islamic University

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ACKNOWLEGDMENTS



In the name of Allah, the Most Gracious and the Most Merciful.

Alhamdulillahirabbil 'alamin, all praises to Allah SWT for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis. Peace and salutation, might He always granted to the noble our beloved prophet Muhammad Shallallahu 'Alaihi Wassalam, who has struggled whole-heartedly to deliver the truth to human being and guide his *ummah* to the right path.

I realize that I cannot complete this thesis without the aid of others and I would like to thank some people for their love, support, and encouragement for helping me to overcome the final hurdle of this undergraduate journey – a thesis; a culmination of an academic journey that has colored my life. First and foremost, for my academic journey, I would like to specifically thank my sincere supervisors Dr. Maskur, MA and Siti Khasinah, M.Pd for their thoughtful and guidance, suggestions and critical constructive comments which have definitely stretched my potential and ability as evident in this thesis. They are like a family who always guidance me with patient through my thesis. Without their continuous and encouragement, this thesis would not have been accomplished successfully. My appreciation goes out to Risdaneva S.Pd.I., M.A , my academic supervisor who has guided me since my first semester in the English Education Department.

of English Education Department for their genuine cooperation during data

collection period.

I would like to express my greatest gratitude to my whole family; my hard

working father Drs. Asralidin, my beloved mother Ainol Basriah, and my dearest

brothers M. Fariz Albar Nabudi and M. Rifaz Ermiza, for their unconditional

love, encouragement and financial support throughout the course of my study.

I am forever thankful to my best support systems, Maisura, Diah Febiarika

Putri and Sarah Rizki Harahap. Thank you so much for supporting me. I would

like to thank you friends in the English Education Department of 2014 unit 5.

Also, to all my wonderful friends, Putri Hajar Utami, Gebrina Setya, Amalia

Roellisa, Sayyidatunnurhaj, Siti Yuli Maulizar, Suci Rahma Hikmawani, Asshifa

Ummami, and Septyani Sistya, for the beautiful friendship and memories we have

created together. Last but not least, I would like to extend my gratitude to the best

friends from Junior High School till now Erna Safitri and Cut Zaira Adilla Al-

Humaira for the last 11 years of support.

Banda Aceh, December 28th, 2018

Nanda Rizka Utami

iv



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI AR-RANIRY FAKULTAS TARBIYAH DAN KEGURUAN PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Email <u>prodipbi.arraniry@gmail.com</u>,Website <u>http://ar-raniry.ac.id</u>

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama

: Nanda Rizka Utami

NIM

: 140203155

Tempat/Tgl. Lahir

: Bireuen / 18 Mei 1996

Alamat

: Jl. Lamreung, Simpang Tujuh Ulee Kareng

Judul Skripsi

: English Department Students' Strategies in Overcoming Public

Speaking Difficulties

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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F467753380

Nanda Rizka Utami

ABSTRACT

This study was conducted to investigate the problems and the strategies in overcoming public speaking the difficulties. This study applied descriptive qualitative research the method. The participants of this research were eight students that had taken public speaking courses in English Department of UIN Arraniry batch 2016. The researcher used standardized open-ended interview to collect the data. The result showed that the problems faced by English Department students of UIN Arraniry in public speaking were anxiety, difficult to elaborate the ideas, lack of confidence, lack of time management, lack of vocabulary knowledge and forgetting some words or lines of the speech. Moreover, the strategies used by English Department students of UIN Arraniry in overcoming their speaking problems are practicing the speech in front of mirror or people, writing or noting the outline of the speech, improving self-awareness, using the pause to release the stress, recording their speech, trying to speak up in the class, using *pecha kucha* method and watching public speaking video.

Keywords: public speaking, difficulties, strategies.

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CHAPTER I

INTRODUCTION

This chapter presents several points. The researcher talks about the background of the study to explain the problems which occur in public speaking. Furthermore, this research shows statement of the problem. After that, the researcher gives limitation of the research. Afterwards, the researcher mentions the research questions which are related to the topic. Then, the researcher goes to the research aim. Finally, the researcher delivers the significance of the study and also research terminologies.

A. Background of study

In learning English, one of the most important skills is speaking skill. Sari (2013) believes that speaking becomes an important component of human being and it cannot be separated from each other. In addition, speaking skill becomes the special demand that must be mastered by people to encourage their business activities. It is believed that English is a global language, because it is used for communication by almost every people in the world (Crystal, 2003).

Public speaking or oral presentations are becoming a more important part of language teaching, especially at universities. Often the purpose is to prepare students for business presentations that they will likely be expected to carry out after graduating and getting jobs. Jordan (1997) states that students are expected to practice and acquire a range of academic skills of which delivering a spoken

academic monologue such as an oral presentation is a key requirement. The fifth semester of English Department Students of UIN Ar-raniry offered many courses which focus on speaking skill. Those subject are speaking I, speaking II, speaking III, and Public Speaking. Although they had learned the courses, they still find difficulties to deliver a good speech.

To overcome the problems above, speaking strategies in public speaking are intensely needed for students. Learning experience may be applied as an effective strategy, even in speaking. Speaking strategies become good partner for students in learning speaking skill. Students who have strategy in learning speaking can improve and master their speaking skill easier than students who do not have strategy in learning speaking. Thus, speaking strategy is very important for students to help them in learning speaking while they are doing the presentation in front of the class. Based on the researcher's experience, when the students did the presentation in front of the class, they did not speak English well. Sometimes, the students made a long pause, did repetitive habits, had lack of vocabulary and spoke unclear information. In another case, some students of English Education Department of UIN Ar-raniry also did not organize the idea. From those cases, students are indicated that they have difficulties in public speaking or academic oral presentations. Therefore, the researcher is interested in investigating the problems faced by the students in their public speaking and the strategies used by the students in solving their speaking difficulties.

B. Research Questions

In this study, the researcher formulates the problems as this following:

- a. What are problems faced by English Department students of UIN Arraniry in public speaking?
- b. What strategies are used by English Department students of UIN Ar-raniry in overcoming public speaking difficulties?

C. Research Aim

The objectives of this research are to find out the speaking problems faced by English Department students of UIN Ar-raniry in public speaking/oral presentation and to discover the strategies used by English Department students of UIN Ar-raniry in solving public speaking difficulties.

D. Significant of Study

This research also provides some significances for the researcher, students, teachers, and future researchers. The first significance is for the researcher. This research will make the researcher more aware of the problems and apply the appropriate strategy dealing with the problems in academic oral presentation as the student. Furthermore, the researcher hopes to be able to share the strategies to other teachers and apply the proper strategies in speaking to solve those problems as the future teacher.

The second significance is for students. Every student has different problems, in term of public speaking and strategies in overcoming those

problems. This research can give more information and new ideas in strategies to solve speaking difficulties in oral presentation which are probably appropriate for the students who face the problems in speaking so that they can apply them.

The third significance is for teachers. This research also intends to give information for the teachers about problems commonly faced by the students and the strategies used by the students in solving those problems. Furthermore, by knowing the problems, teachers can choose and apply a proper strategy to deal with the problem in learning process.

The fourth significance is for further research. The researcher hopes that other researchers could continue this research into deeper study so that other researchers could find other strategies in solving speaking difficulties. Furthermore, the researcher also hopes that other researchers could investigate the problems in public speaking which is not only from students' perception through doing an interview but also maybe from observing the curriculum. The researcher then hopes that this research can be as a reference for other researchers in the related topic.

E. Research Terminologies

The following are given to make the readers have the same perception for some terms used in this research to avoid miss-understanding, so the terms here are to be defined as follows:

1. Public Speaking

Public speaking is a process and act of speaking or giving lecture to a group of people in a structure with the purpose of informing, motivating, persuading, educating or entertaining the listeners (Nikitina, 2011). However, public speaking in this research defines as a speech or an oral presentation that requires the student to stand in front of class and present a body of information for an extended period of time. This speech will often be judged and graded by the lecture and thus carries significance and value for the student.

2. Students' Strategy

Strategies are special ways of processing information that are used by learners to help them solve language problems (Gani, Fajrina, & Hanifa, 2015). Strategies refer to steps and routines used by learners to assist accession storage, retrieval and used of information. Speaking strategies become good partner for students in learning speaking skill. However, in this research students' strategies defines as students' ways or manner to solve their problem in public speaking.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher reviews some literature related to the topic of this research. There are some main subtopics to be reviewed such as speaking skill, elements of successful speech, difficulties in speaking, kinds of strategy to solve speaking difficulties, review of related studies.

A. Speaking Skill

There are some definitions dealing with English speaking skill based on previous studies. According to Boonkit (2010), speaking is one of the four macro skills that must be developed as mean of an effective communication in first or second language contexts. It means that in four skills of English, speaking is one of the important things for the purpose of language communication. In other words, speaking is reflected to be the most important part in a second language (Khamkhien, 2010). It is in line with Sari (2013) who says that speaking becomes an important component of human being and it cannot be divided from each other. In another context, speaking can be defined as word by word that comes out from someone's mouth. It has meaning that speaking is used by someone to express their feelings through speech. In the same opinion, Nunan (2003) argued that speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meanings. It occurs when two or more people interact each other in building relationship between them. In EFL classroom circumstance,

English speaking skill is needed for students to encourage their learning activities. Besides, Torky (2006) declared that speaking involves producing, receiving and processing information to convey meaning.

B. Public Speaking

Public speaking is a process and act of speaking or giving lecture to a group of people in a structure with the purpose of informing, motivating, persuading, educating or entertaining the listeners. Public speaking is the most reputed and accepted co-curricular activity. In every educational institution, it is supported as a co-curricular activity (Krist, 2017).

Sometimes, college students might have to talk about their organization at a conference, make a speech after accepting an award, or teach a class to new recruits, and also speaking to an audience.

However, in this study public speaking or an oral presentation typically requires the student to stand in front of class and present a body of information in an academic register for an extended period of time.

C. Public Speaking Class

Public speaking course is one of the courses that English Department students have to learn. The course combines a number of teaching techniques a variety of oral persentation experiences. Public speaking classes are a form of structured courses that trains and helps students improve their speaking skills and become more effective, powerful communicators. The instructors or theacher

guide the students to become efficient in crafting, presenting and analyzing public speeche and texts. In public speaking class the students have many chances to speak and they will learn how to organize their thoughts, learn how to communicate their thoughts effectively, and lean how to deliver their speech (Dale & Wolf, 2000).

D. Element of Successful Speech

The successful speech does not depend on the oratory skills of the speaker. It is influenced by many factors such as the topic of presentation, the attitude of the audience, the quality of the material, the length of the speech and so on. Some of factors are out of the speaker's control. However, there are some points that the speaker should follow to present a successful speech:

1. Overcoming the Fear

Public speaking is an overwhelming affair. Overcoming this takes a number of steps. Begin by identifying what makes the speaker afraid of and finding a way to face it. Also ensure adequate preparation and practice, either in front of a mirror or with increasing frequency of the speeches that speaker give (Oscar, 2015). Tearing down the fear for public speaking is a gradual process but it is important as it affects the speaker level of confidence with an audience.

2. Knowing the Audience

The audience will have certain expectations of the speaker, and in order to fulfill them, the speaker need to know certain details about them. Aside from knowing how many there are, the speaker should have a good idea what their age-group is and how much they understand the subject or topic you'll be presenting. Whether they are experienced or novices in the subject, speaker's delivery should be holistic enough to let them learn something new and emphasize on obvious points without undermining their intelligence (Dale & Wolf, 2000).

3. Researching the Topic

An essential part of presenting the speech is in the knowledge that a speaker conveyed. For this reason, research should entail much of speaker preparation (Nikitina, 2011). Preparation and planning are important for the speaker, it will help the speaker to reduce nervousness and appear more confident.

Knowing the topic works well in speaker's delivery and ability to answer questions from participants. In-depth knowledge of a topic keeps speaker from making sweeping statements and from having awkward moments in the middle of the speech or when questions come up.

4. Having a Personality

The speaker needs to be relatable and impressionable to the audience. Personality is conveyed through tone, body language and the general sense of expression. The tone should be clear and friendly, even in professional circumstances. The body language of the speakers reflect how the speakers feel about theirself (Dale & Wolf, 2000).

5. Encouraging Audience Participation

Depending on the kind of speech that the speakers are delivering, the speaker might consider finding a way to engage with the audience. Small groups could be given room to ask questions or a platform to make brief statements that are moderated. If the speaker dealing with a large group of attendees, speaker could have a catch word that they chant in response to points he/she makes, to keep them alert and to emphasize the message of the speech. The speech then becomes less monotonous and focus shifts from the speaker towards the listener (Nikitina, 2011).

E. English Students' Difficulties in Public S peaking

A fear of public speaking is common for people of all ages. During college, giving presentations and talking in front of groups becomes a regular activity. English department students also have difficulties in public speaking.

These are some common difficulties that often faced by them:

a. Stage fright or Anxiety

Rozakis (1999), stage fright is the physical and psychological terror (anxiety) that some people feel when speaking in public. The symptoms include shaking, sweating, talking too fast and dry mouth. Anxiety is considered as a difficulty in speaking. Students felt anxious when giving a speech in front of many people. Furthermore, over-thinking about their performance also contributing as one of the factors that caused students felt anxious.

b. Lack of Confidence

According to Rozakis (1999), many speakers lack confident because they think too much about themselves. This difficulty has found from all participant who stated that she/he was afraid of speaking English in public. The students are sometimes afraid of making mistakes when they are speaking English in public

c. Lack of Vocabulary Knowledge

Fernando (2002) states that a limited vocabulary restricts our ability to process and convey meaning. Expanding our vocabulary will have a positive effect on or oral communication skill. Some students had lack of vocabulary knowledge. Their lack of vocabulary make them did not have the exact word to express their idea.

d. Lack of time management

A good speech is shown by the time management. According to Moore (2011), some speakers talk, and talk to the point or go overtime. They cannot manage their speech. They often speak over the time or cannot finish the speech on time.

Usually, when students are delivering the speech they are repeating the point or statement oftentimes so they cannot wrap up their speech on time. Finally they cannot finish the point and the audiences do not get the conclusion of the speech.

e. Difficult to elaborate ideas

People often worry about not knowing what to say when they have to speak to audience (Fernando, 2002). When students are given some topic, sometimes they have difficulties to elaborate the ideas because they do not understand the topic or the only have a little bit information about that.

F. Students' Strategies to Overcome Public Speaking Difficulties:

Public speaking is important for college students. It will help them to_improve their self-esteem and institutional performance. By mastering public speaking, they can do many things such as give better presentation, make

understandable speeches, prove their logics to fellow students and teachers and communicate with everyone.

However, the first step in achieving all these things would be to overcome the fear of public speaking. There were some strategies that can be used by students to solve their public speaking difficulties.

a. Students write out the outline of speech

According to Sellnow (2005), developing a speech outline using key word in a small paper can help the speaker speak extemporaneously. By writing an outline it can make students focus on the speech and they remember the topic by seeing the clue in the outline.

b. Students practice their speech

Practicing in front of the mirror is one of the best way to reduce fear in public speaking (Kirst, 2017). Great public speakers, at the beginning of their careers, have tried it at least once in their life. They have said that if we can face ourselves while speaking, we can face thousands of other people. Because the fear we are having is within ourselves. So, the speakers can face their self, they would not be afraid to face a lot of other people undeniably.

c. Self- awareness

According to Rozakis (1999) the speakers should learn a self-knowledge to know their communication styles, including strength and

weaknesses, and use that to increase anxiety. Always try to speak up in the class. Speaking up in the class with the teacher and learning from the pros helps a lot to build up confidence and evaluate ourselves. Always try to stand up and communicate with the teacher so students gain a solution to overcome the fear.

d. Use the pauses to release the stress

Pauses help the speakers do a better articulating because it forces the speaker to focus on breathing and relax (Moore, 2011). To be relaxed and patient and calm, the speaker counts the seats to keep the adrenaline flow go slower. Also, pausing frequently, while giving a speech will help the speaker relaxes and chooses the correct words, without sounding awkward. It can make the speaker focus and concentrate. So, the speaker can produce a good speech.

e. Student record their speech

According to Moore (2011) recording the speech can help speakers to know what their weaknesses are in managing time for the speech overtime. Whenever possible, the speaker can record the presentations and speeches. It can improve speaking skills dramatically by watching it later, and then working on improving in areas that did not go well.

By recording the speech, the speaker will know how long the speech will be and how long the time that she/he have, how is the speaker's body language. So, it can improve speaker skill and managing time.

G. Relevance Studies

The related previous studies about students' speaking problems and strategies English Education Department of Universitas speaking that have conducted by Triyadi (2017). This Muhammadiyah Yogyakarta research was designed as descriptive qualitative research as the research approach. The finding showed that six participants faced problems in speaking English. The problems are unsupportive environment, poor pronunciation, lack of input exposure, anxiety, lack of English speaking practice, lack of grammar, lack of vocabulary knowledge, preference to use first language, lack of confidence, discouragement by friends, students' mother tongue and fear of making mistakes. This research revealed that there were eighteen strategies used by six participants of this research. They are practicing speaking English, taking notice to role model, watching English movies, joining an English speaking club, communicating on phone using English, building confidence when speaking English, using first language when speaking English, using pause and filler when speaking English, fidgeting when speaking English, reading English texts, improving self-awareness when speaking English, participating English speaking in the classroom, listening to English songs, using non-linguistic signals when speaking English, reading aloud, learning more deeply about grammar, memorizing English words and repeating words when speaking English.

Another relevance studies is about anxiety level in students of public speaking: causes and remedies conducted by Raja (2017). This study was carried out to investigate the anxiety level in the students of public speaking and to provide sufficient results which prove that this fear is very common among individuals, especially among university students.. This study was entailed quantitative research paradigm on a sample of 50 students using convenience sampling technique from a reputable private sector business school in Karachi. The research proves that fear of public speaking is a learned skill and can be overcome by practicing and rehearsing before presentations or speeches and people who experience public speaking anxiety can perform as well as those who have a good command over public speaking.

CHAPTER III

METHODOLOGY

In this chapter, the researcher discusses some important things. The first is research design which describes the research approach and design are used in this research. The second is research participants. The third is sources of the data collection method used by the researcher to gather the data under the researcher's study. The fourth is data analysis that provides coding to analyze the data from interviewing the participants.

A. Research Design

The study uses qualitative research to recognize the problems faced and strategies used by English Department Student of Islamic State of Ar-raniry (UIN Ar-raniry) in overcoming their public speaking difficulties. According to Creswell (2012), qualitative research is a research process in identifying a problem about participants' experiences. In this case, the researcher uses descriptive qualitative as the research design. Creswell (2012) stated that descriptive qualitative design is suitable to facilitate an in-depth exploration of the participants' experience. Therefore, this research describes the problems faced and strategies used by English Department Student of Islamic State of Ar-raniry (UIN Ar-raniry) in their public speaking.

B. Research Participants

In this study, the researcher takes the population from the English Department students of UIN Ar-raniry in academic year of 2016. There are eight classes (unit) and total of students are 198 with each class approximately consist of 25 students. The participants of this research are eight students of batch 2016/ the fifth semester students. The researcher uses technique purposive sampling and the reason in choosing English Department students of UIN Ar-raniry batch 2016 is that they have just taken public speaking course (in semester fourth). To be the participants of this research, the researcher take one student from each unit (class) that has learn public speaking course to gain different experiences.

C. Method of Data Collection

This study uses qualitative descriptive research where the data analysis is expected to answer research questions. It used technique of data collection of interview.

1. Interview

In this research, the researcher uses standardized open-ended interview to collect the data from the participants and through face to face interaction between the interviewer and the interviewee in conducting the interview. According to Cohen, Manion and Morrison (2006), a standardized open-ended interview has interview guideline which consists of the exact wording and sequence of questions that are determined in advance. Furthermore, the researcher used open-ended question in order to

allow the participants to answer the questions freely and deeply (Cohen, Manion and Morrison, 2006). It means that the researcher did not give limitation to the participants' answer. The reason why the researcher applied this data collection method was to give the detail information about the problems based on feeling of the participants which was related to the sequence questions.

In this instrument, the researcher records the interview and asks some major question to the participants. Those major questions are:

- 1. What are the problems that you face in Public Speaking class?
- 2. What are the strategies you use to deal with your Public Speaking difficulties?

The researcher had some procedures in conducting the interview. In the beginning, the researcher made an interview guideline. After that, the researcher made an appointment with the participants who will be interviewed. While having the appointment with the participants, the researcher arranged the schedule about time and place.

D. Method of Data Analysis

After collecting the data, the gained data from through interview are analyzed by the researcher. The steps are divided into:

1. Transcribe

Before the researcher analyzed the data, the first thing to do was transcribing the recording into the written form. It is the process of converting the recording into text data (Creswell,2012). It enabled the researcher more easily to analyze the data.

2. Code the Data

It means that coding is the process of breaking down segment of text into pieces of text or specific categories. Coding is a way of evaluating and organizing the data in an effort to understand meanings in text and helps the researcher to identify categories and patterns (Cohen, Manion and Morrison, 2006). The researcher did content analysis through coding including open coding, analytical coding, axial coding and selective coding (Cohen, Manion and Morrison, 2006).

The first was open coding. In open coding, the researcher gave categories based on the transcript. It meant that the researcher inferred what participants meant by their answer. The second was analytical coding. In analytical coding, the researcher translated or interpreted the participants' statement. After that, the researcher gave the theme or point to be interpreted in analytical coding. The third was axial coding. In axial coding, the researcher grouped the themes which have same meaning from all of the participants. The fourth was selective coding. A selective coding was very similar to an axial coding. In selective coding, the researcher identified the core categories of text data which were students' problems and strategies.

3. Reporting Findings

After all of data which have been coded and the core are selected were reported and discussed completely in the finding. According to Creswell (2012), data reporting is writing the report in appropriate ways to readers. In this research, the researcher reported the finding to the written form that is suitable for different audiences. In reporting, the researcher used formal format in educational context.

4. Summarizing the Findings

After the researcher transcribing, coding and reporting the finding then the researcher summarizing the finding had begin with a general recap of the major findings. In summarizing the finding the researcher provides the reader a brief overview of the research.

E. Brief Description of Research Location

The research took place in Islamic State University of Ar-raniry (UIN Arraniry) Banda Aceh, Indonesia. It was IAIN Ar-raniry and firstly establish on October 5th 1963 and officially changed to UIN Ar-raniry on October 1st 2013.

UIN Ar-raniry consist of eight faculties; Faculty of Education and teacher training, faculty of Dakwah and Communication, Faculty of Islamic Economy and Syariah, Faculty of Adab, Faculty of Science and Technology, Faculty of Psychology, Faculty of Business and Economic Islam and Faculty of Ushuluddin. Thus, this study is conducted in faculty of Education (Tarbiyah). English Department was the place where the data of this study obtained.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the result of the research including findings and discussions. In the findings, the researcher explains the result of the data including problems in public speaking and strategies used to overcome those problems. The discussion of the research is also strengthened by theories.

A. Research Findings

After collecting the data through interview, the researcher found that there were six major difficulties faced by the fifth semester of English Department students in public speaking. Beside the researcher also put the statement from the participant.

1. The students faced anxiety

The first difficulty found in this research is anxiety or stage fright.

The statement below showed that six participants faced anxiety or stage fright:

(P1.a) "My first problem is anxiety. It happened when I have to give a speech in front of the class. It happened for many factors such as I met new classmates in that class and I did not know yet about public speaking concept."

- (P5.b) "<u>The second problem is anxiety</u>. It is because all of my classmates pay attention to me when I am presenting the speech."
- (P6.a) "My problem is anxiety. My feet are shaking sometimes."
- (P4.a) "<u>I feel nervous when I am presenting the speech</u>. It is because all of the students are mixed from another unit."

Three participants state that they were nervous when they had to present public speaking. Those are participant four, participant seven and participant eight.

- (P4.a) "<u>I feel nervous when I am presenting the speech</u>. It is because all of the students are mixed from another unit."
- (P7.a) "I am terrified of public speaking and I feel nervous just only thinking of it."
- (P8.b) "Then, I am so nervous during presentation, because I am afraid that I will mess up my speech. I also speak faster than normally because of nervousness."

Rozakis (1999), anxiety and stage fright are related to someone's psychology. Anxiety is considered as the difficulty in public speaking. Raja (2017), stated that people who feel anxiety while speaking in public generally tend to avoid situations where they have to perform, but when they face that situations, they suffer intense distress and anxiety.

It could be seen from participants' statements that they felt anxious and nervous when speaking in front of many people.

2. The students had lack of confidence

Two of eight participants agreed that they had lackof confidence as their difficulty in public speaking. It was proven by the statements from participant two and participant eight:

P2.a) "The first problem is <u>I am not confident when giving a speech in front of the class</u> to people who maybe have more ability than me."

(P8.a) "<u>I had lack of confidence when I have to speak to people</u> especially when giving a speech in front of many people"

Confidence is a key in any speech as it allows the public speaker to have complete control over their presentation and, ultimately, their audiences. According to Rozakis (1999), many speakers lack confident because they think too much about themselves. This difficulty has found from two participants who stated that they was afraid of giving a speech to audience.

3. The students had lack of vocabulary knowledge

Based on the finding of the research, the researcher found that there are two participants who had problem in lack of vocabulary. The participants stated that they faced difficulty in finding some words and could not keep the speech going. It is proven from participants' statement below:

(P6.a) "When I presented the speech sometimes, it is difficult to find appropriate vocabulary to be spoken."

(P5.a) "I have less of vocabulary knowledge"

From those statements, it could be seen that vocabulary is the difficulty in public speaking. It was line with Fernando (2002) who states that lack of vocabulary make the speaker did not have the exact word to express their idea and a limited vocabulary restricts the speaker's ability to process and convey meaning.

4. Lack of time management

The researcher found that the fourth difficulty in public speaking is time management. There were three participants who stated that they have difficulty of managing time in public speaking. It can be seen in the statement below:

(P1.c) "when I presented the <u>speech I had problem with time</u> management. Sometimes I cannot finish the speech on time. Sometimes it is overtime and sometimes I finish the speech before the time is up."

(P2.b) "When I presented the speech sometimes <u>I didn't finish the</u> conclusion because I have limit of time. The other problem is

sometimes it is difficult to me to find the idea for the topic of the speech."

(P7.c)" I am also not good in managing time of the speech."

Hence, base on participants answered, it could be conclude that time management became the students' problem in public speaking. Those participants' statements were sustained by Moore (2011) who stated that most speakers try to say too much, and run out of time. Many speaker fear public speaking because they think they will not have enough to say. They are afraid of finishing too quickly and then falling silent, as everyone in the audience watches. So often, speakers have a very important point to make, but they run out of time to finish what their speech.

5. Difficult to elaborate ideas

This research found that one of the causal problems being stuck in public speaking was the students had difficulty in elaborating ideas.

This difficulty has found from three participants. It was proven by statements below:

(P2.c) "The other problem is sometimes it is difficult to me to find the idea for the topic of the speech."

(P4.b)" I also have difficulty in <u>finding ideas about topic</u> that the lecturer gave us to present."

(P5.b)" I have problem <u>about finding and elaborating the idea about</u> the topic that we have to present."

From the participants' statements, it could be inferred that the students had difficulty generating ideas or elaborating on ideas. People often worry about not knowing what to say when they have to speak to audience (Fernando, 2002). When students are given some topics, sometimes they have difficulties to elaborate the ideas because they do not understand the topic or the only have a little bit information about that.

6. The students forget the speech

This phenomenon had found in this research that there are two participants stated that they sometimes forget some words or some parts of their speech as difficulty in public speaking.

- (P3.b) "And then, another problem is I forgot the some point of the speech."
- (P7.b) "Sometimes I got stuck and forgetting my words in the middle of the speech."

Speaker sometimes freeze up or get stuck and forget their presentation because of stress. Heid (2016) argues that the speakers sometimes stumble over their words during the speech or presentation.

Therefore, the researcher found that there were ten strategies used by eight participants to solve their public speaking difficulties. The results are obtained from the experience from eight participants.

1. Students practice their speech

This research found that practicing the speech is one of the strategies used by four participants.

(P2.d) "To gain more confidence in the next performer, <u>I do a lot of</u> preparation and <u>I practice</u> in front of mirror, in front of the whole family and maybe in front of my friends."

(P4.c)" To cope with my nervous I do a <u>better preparation and a lot</u> of <u>practice at home.</u> Sometimes I ask my friend to listen my speech."

(P5.f) "To reducing my anxiety I do a lot a practice in front of my friends."

(P8.c)" I do a lot of <u>practice such as doing rehearsal in front of my</u> family or friends to be more confident."

The participant stated that they practiced their speech like presenting in front of mirror or asked their friends or family as the audiences.

The participants' statement was in line with Krist (2017) that practicing he speech in front of the mirror is one of the best way to reduce fear in public speaking. Some models of practice can present and do rehearsal in front of mirror, their friends and parents.

2. Students write outline of the speech

The finding of this research found that there were two participants who used outline as a strategy to overcome public speaking problems related to (P3.d) "I write some clue about my speech in a small note to avoid forgetting my words."

(P7.e) "Then my strategy is I bring small notes about the outline of my speech as a back-up plan if I am forgetting my speech."

According to Sellnow (2005), developing a speech outline using key word in a small paper can help the speaker speak extemporaneously. By writing an outline it can make students focus on the speech and they remember the topic by seeing the clue in the outline.

3. The students improve self-awareness

Based on the findings of this research, the researcher found one participant who had improved self-awareness in solving public speaking problem. It was supported by the statement of participant eight below:

(P8.e) "And then I analyze my weaknesses and mistakes so I know how to increase confidence and not to repeat the same mistakes in the next performances."

According to Rozakis (1999) the speakers should learn a self-knowledge to know their communication styles, including strength and weaknesses, and use that to increase anxiety. Base on the statement, it

could be indicated that improving self-awareness such as recall and mark about mistakes in the last performance could be a strategy in public speaking to avoid the same mistakes.

4. Use the pause to release the stress

The finding of this research found that there was one participant that used pause

(P8.d) "While presenting the speech, I pause my speech and try to take a deep breath and relax my body to avoid if I am nervous. Sometimes, I do it in the middle of the speech to reduce my nervousness."

Pauses help the speakers do a better articulating because it forces the speaker to focus on breathing and relax (Moore, 2011). To be relaxed and patient and calm, the speaker counts the seats to keep the adrenaline flow go slower. Also, pausing frequently while giving a speech will help the speaker relaxes and chooses the correct words, without sounding awkward.

5. Students record their speech

The researcher found that the participants recorded their speech while practice as a strategy to improving student time management. It is proven by the participant statement below:

(P2.e) "To get better in managing my time when doing public speaking I practice with timer or I record it."

(P7.e)" I record my speech to time it."

According to Moore (2011) recording the speech can help speakers to know what their weaknesses are in managing time for the speech overtime. Whenever possible, the speaker can record the presentations and speeches. It can improve speaking skills dramatically by watching it later, and then working on improving in areas that did not go well.

By recording the speech, the speaker also knows how long the speech will be and how long the time that she/he have, how is the speaker's body language. So, it can improve speaker skill and managing time.

6. Students try to speak up in the class

Two participants were found that student try to be more active in class and participate class discussion. It is proven by the participant statement below:

(P1.c) "My strategy for coping with Anxiety when I deliver speech in front of the class are I am trying to be more active and participating a discussion in class."

(P6.d) "I try to speak up and active at class and speak with friend to make me feel more confident."

7. Students watch public speaking video

Another strategy was found in this research by participants was watching public speaking video. Two participants stated that watching video about public speaking as the strategy in public speaking to overcome difficulty related to difficulty to elaborate idea.

(P2.f) "I also watch video such as *ted talk* video to improve my public speaking skills and get more ideas for my speech."

(P5.e)" I am <u>watching some English videos</u> about topic that I got so, I can elaborate more ideas."

From the statements above, it could be seen that watching English video can be a strategy to enable students gathering ideas and improving their public speaking skill.

8. Student read text from any sources

From the data gathered, the researcher found that readings English texts and articles became the strategy in improving student vocabularies knowledge and gathering ideas for the speech. It was proven by participants' statements below:

(P3.c) "For <u>vocabulary</u>, it can be solved by reading. I read a lot of articles and journal and also books."

(P5.d)" I read some articles on the internet."

Thus it could be concluded that reading text from any sources such as articles and internet was useful for student to overcome and to

enrich participants' vocabulary knowledge and for sources of data gathering.

9. Student use pecha kucha method

The finding of this research found that there is one participant who used *pecha kucha* method to overcome the time management problem in public speaking.

P1.d) "Then, strategy I practiced *pecha kucha* method to get better in time management while presented the speech. *Pecha kucha* is fast-paced presentation style, in which 20 slide are shown for 20 seconds."

10. Student discuss with friends for the idea

The last strategy that the researcher got from the finding of this research is student asks or discusses with friends to find the idea of the speech topic that she should present. It is found that there is one participant do discuss with her friend to gain more information about the topic of the speech that she had to present. It is proven by the participant four's statement below:

(P4.d) "<u>Doing a discussion with friend after we get the topic</u> to presents helps me a lot to find idea about the topic.

B. Discussion

After collecting the data through interview, the researcher found six difficulties and ten strategies used by eight participants at English Department Students of UIN Ar-raniry in public speaking.

The first strategy is the students are practicing their speech in front of people and mirror. Four participants used this strategy in overcoming public speaking difficulties related to lack of confidence. The second strategy is the students write outline of the speech. This strategy used by two participants to ovoid forgetting the speech. The third strategy is the student to improve selfawareness. This strategy use by participant eight to overcome her difficulty so he can analyze her mistakes and weakness for increasing self confident and not to repeat the same mistakes in the next performance. The fourth strategy is the students the pause to release the stress. This strategy use by participant eight to overcome difficulty related nervousness and anxiety. The fifth strategy is students record their speech. This strategy use by two participants to cope their difficulty related to time management. The sixth strategy is students try to speak up in the class. This strategy use by two participants to built up students 'confidence. The seventh strategy is the students watch public speaking video. This strategy used by two participants to overcome their difficulty related to gain more information for gathering the ideas. Then, two participants read English text from any sources such as articles, book and internet as the strategy in improving students vocabulary knowledge and gathering information or finding ideas. The eighth strategy is the students read text from any sources. This strategy used by two

participants to overcome their lack of confidence. The researcher found the ninth strategy used by participant one to improve her time management skill. The participant one used *pecha kucha* method to practicing time management. Anderson (2012) stated that *pecha kucha* is a simple presentation format where the entails 20 slides that appear on the screen with 20 seconds for each slide, so that the presentation will take exactly 6 minutes and 40 seconds. The last strategy is the student asks her friends for the idea. This strategy used by participants four related to gain ideas before the performance.

After presenting the findings of the research, the researcher intends to discuss the findings and how this answers the research questions. The findings of this study are discussed in accordance with the research questions stated previously in the first chapter. The research questions are problems faced strategies used by English Department students of UIN Ar-raniry in overcoming public speaking difficulties.

Based on the research finding the researcher found six difficulties faced by English Department students of UIN Ar-raniry in public speaking. The result showed that the problems faced by English Department students of UIN Ar-raniry in public speaking in public speaking were anxiety, difficult to elaborate the ideas, lack of confidence, lack of time management, lack of vocabulary knowledge and forgetting some words or lines of the speech. Moreover, there are ten the strategies used by English Department students of UIN Ar-raniry in overcoming their speaking problems were are practicing the speech in front of mirror or people, writing or noting the outline of the speech, improving self-awareness,

using the pause to release the stress, recording their speech, trying to speak up in the class, using *pecha kucha* method and watching public speaking video.

In conclusion, there are six problem faced by eight difficulties faced by English Department students of UIN Ar-raniry in public speaking. From the findings and discussion it is shown that the problem that mostly faced by students is anxiety with six participants. Futhermore, there are ten the strategies used by English Department students of UIN Ar-raniry in overcoming their speaking problems. Meanwhile practicing and doing rehearsal in front of the mirror and friend is the strategy most used by the participants to reduce fear in public speaking.

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CHAPTER V

CONCLUSION

This chapter is presented to conclude the research result. Besides, in this chapter the researcher also gave suggestion to the people who related to the discussion of this research.

A. Conclusion

There were some conclusions which were drawn from the research problems,. The first is what are problems faced by English Department students of UIN Ar-raniry in public speaking? Then the second is what strategies are used by English Department students of UIN Ar-raniry in overcoming public speaking difficulties?

From the result of this study, it can be concluded that students of English Departments faced various problems in public speaking. The problems are anxiety or stage fright, lack of confidence, lack of time management, lack of vocabulary knowledge, difficult to elaborate the ideas and forgetting some words or lines of the speech.

The second objective of this research is discovered the strategies used by students at English Department of UIN Ar-raniry to overcome their public speaking difficulty. This research revealed that there are ten strategies used by eight participants of this research. Those strategies are; doing rehearsal or practicing the speech in front of mirror or people, writing or noting the outline of

the speech, improving self-awareness, using the pause to release the stress, recording their speech, trying to speak up in the class, reading texts from any sources, watching public speaking video, using *pecha kucha* method, discussing with friends to find and gather the ideas.

B. Suggestion

After the finding has been shown the researcher proposes some suggestions deal with this research. The suggestions are aimed at the students, teacher or lecturer and future researcher.

This research can give more information and ideas about problem in public speaking and also delivers strategies to overcome public speaking for students. The researcher suggests the students to apply the appropriate strategy that related to the problem faced.

Based on the result of the study, teachers or lecturer are expected to know the potential problems in public speaking. Thus, the lecturer can anticipate these difficulties when teaching public speaking and let students know about strategies that probably appropriate to cope with the problems faced by them. So, they can improve their public speaking skill.

At last, this research has limitation which is only investigates the problems and strategies in public speaking by students' perception from their experience. The researcher hopes that other researchers could continue this research at the related topic and find out other difficulties and strategies in public speaking. Furthermore, the researcher recommends for other researchers to study the

problems and strategies in public speaking not only through interview but also through observation in the classroom to get more real situation about students' problems and strategies.

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Interview Guidline

Purpose	Theory	Question for Interview
Problem in Public Speaking	1. Anxiety /stage fright: Stage fright is the physical and psychological terror some people feel when speaking in public. The symptoms include shaking, sweating, talking too fast and dry mouth (Rozakis, 1999).	1. What are the difficulties that you have in public speaking? (problems while preparing and presenting public speaking)
	2. <u>Lack of Confidence:</u> Many speakers lack confident because they think too much about themselves (Rozakisz, 1999).	
	3. <u>Lack of time management:</u> Some speakers talk, and talk to the point or go overtime (Moore, 2011).	
	4. Lack of vocabulary knowledge: Expanding our vocabulary will have a positive effect on oral communication skill (Fernando, 2002)	
	5. <u>Difficult to elaborate Ideas:</u> People often worry about not knowing what to say when they have to speak to audience (Fernando, 2002)	

Strategies in Overcoming the Public Speaking Problems

1. Write out the outline of speech:

Developing a speech outline using key word in a small paper can help the speaker speak extemporaneously (Sellnow, 2005).

2. Students practice their speech:

Practicing In front of The Mirror is one of the best way to reduce fear in public speaking (Kirst, 2017).

3. Self-awareness:

The speakers should learn a self-knowledge to know their communication styles, including strength and weaknesses, and use that to increase anxiety (Rozakis, 1999).

4. <u>Using the pauses to realese the stress:</u>

Pauses help the speakers do a better articulating because it forces the speaker to focus on breathing (Moore, 2011).

5. Record the speech:

Recoding the speech can help speakers to know what their weaknesses are in managing time for the speech overtime (Moore, 2011).

2. What are your strategies to overcome your difficulties/ problems in public speaking?

TRANSCRIPT

Student 1 (NA)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes. Of course I have a problem, especially at the beginning of the public speaking class.

2. What are the difficulties that you have in public speaking?

Answer: My first problem is anxiety. It happened when I have to give a speech in front of the class. It happened for many factors such as I met new classmate at that class and I did not know yet about public speaking concept. I also have lack of confident. And then, umm, when I presented the speech I had problem with time management. Sometimes I cannot finish the speech on time. Sometimes it overtime and sometimes I finish the speech before the time is up.

3. What are your strategies to overcome your difficulties or problems in public speaking?

Answer: My strategy for coping with Anxiety when I deliver speech in front of the class are I am trying to be more active and participacing discussion in class. Then, strategy I practiced *pecha kucha* method to get better in time management while presented the speech. *Pecha kucha* is fast-paced presentation style, in which 20 slide are shown for 20 seconds.

Student 2 (TA)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes. I have problem in public speaking.

2. What are the difficulties that you have in public speaking?

Answer: The first problem is I am not confident when giving a speech in front of the class to people who maybe have more ability than me. Then the next problem is I have lack of time management. When I presented the speech sometimes I didn't finish the speech until the conclusion because I have limit of time. The other problem is sometimes it is difficult to me to

find the idea for the topic of the speech.

3. What are your strategies to overcome your difficulties or problems in

public speaking?

Answer: To gain more confidence in the next performer, I do a lot of

preparation and I practice in front of mirror, in front of the whole family

and maybe in front of my friends. To get better in managing my time

when doing public speaking I practice with timer or I record it. I also

watch video such as ted talk to video to improve my public speaking skills

and get more idea for my speech.

Student 3 (DA)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes, I have some problems.

2. What are the difficulties that you have in public speaking?

Answer: When I presented the speech sometimes, it is difficult to find appropriate vocabulary to be spoken and also it is difficult to find the idea about the topic. And then, another problem is I forgot the some point of the speech. I think that all. I like to speech in front of people so I think I don't have another problems.

3. What are your strategies to overcome your difficulties or problems in

public speaking?

Answer: For vocabulary, I read a lot of articles and journal and also books.

Then, another strategy is I practice what I am going to say I write some

clue about my speech in a small note to avoid forgetting my words.

Student 4 (NW)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes, I have.

2. What are the difficulties that you have in public speaking?

Answer: I feel nervous when I am presenting the speech. It is because all

af the students are mixed from another unit. I also have difficulty in

finding ideas about topic that the lecturer gave us to present.

3. What are your strategies to overcome your difficulties or problems in

public speaking?

Answer: To cope with my nervous I do a better preparation and a lot of

practice at home. Sometimes I ask my friend to listen my speech. Doing a

discussion with friend after we get the topic to presents helps me a lot to

find idea about the topic.

Student 5 (NAM)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes, I have.

2. What are the difficulties that you have in public speaking?

Answer: I have less of vocabulary knowledge. Then I have problem about

finding and elaborating the ideas about the topic that we have to present.

The third problem is anxiety. It is because all of my classmates pay

attention to me when I am presenting the speech. So, that situation makes

me anxious.

3. What are your strategies to overcome your difficulties or problems in

public speaking?

Answer: I read some articles on the internet and Iam watching English

video about topic that I got so, I can elaborate more ideas. To reducing my

anxiety I do a lot a practice in front of my friends.

Student 6 (SI)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes, I do.

2. What are the difficulties that you have in public speaking?

Answer: My problem is anxiety. My feet are shaking sometimes. Then, I am not confident enough at beginning of the class of public speaking.

3. What are your strategies to overcome your difficulties or problems in public speaking?

Answer: I try to speak up and active at class and speak with friend to make me feel more confident. I do review on my previous performance so, I can learn from my mistakes then I can do better in the next performance.

Student 7 (YM)

- Do you have any problems or difficulties in public speaking?
 Answer:
- 2. What are the difficulties that you have in public speaking?

Answer: I am terrified of public speaking and I feel nervous just only thinking of it. Sometimes I got stuck and forgetting my words in the middle of the speech. I am also not good in managing time of the speech.

3. What are your strategies to overcome your difficulties or problems in public speaking?

Answer: I never get over the nervousness, but then I learned that really preparing before meetings and knowing my stuff for presentation can reduce my nervousness. Then my strategy is I bring small notes about the outline of my speech as a back-up plan if I am forgetting my speech. Then for time management, I record my speech to time it.

Student 8 (HFZ)

1. Do you have any problems or difficulties in public speaking?

Answer: Yes, of course I have.

2. What are the difficulties that you have in public speaking?

Answer: I had lack of confidence when I have to speak to people especially when giving a speech in front of many people. Then, I am so nervous during presentation, because I am afraid that I will mess up my speech. I also speak faster than normally because of nervousness.

3. What are your strategies to overcome your difficulties or problems in public speaking?

Answer: I do a lot of practice and rehearsal in front of my family or friends to be more confident. While presenting the speech, I try to take a deep breath and relax my body to avoid if I am nervous. Sometimes, I do it in the middle of the speech to reduce my nervousness. And then I analyze my weaknesses and mistakes then I know how to increase confidence and not to repeat the same mistakes in the next performances.

Axial and Selective Coding

Public Speaking Problems		
Point	Translated Statement	Theme
The student faced Anxiety.	(P1.a) My first problem is anxiety. It happened when I have to give a speech in front of the class. It happened for many factors such as I met a new classmate at that class and I did not know yet about public speaking concept. (P4.a) I feel nervous when I am presenting the speech. It is because all of the students are mixed from another unit. (P5.c) The third problem is anxiety. It is because all of my classmates pay attention to me when I am presenting the speech. (P6.a) My problem is anxiety. My feet are shaking sometimes. (P7.a) I am terrified of public speaking and I feel nervous just only thinking of it. (P8.b) Then, I am so nervous during presentation, because I am afraid that I will mess up my speech. I also speak faster than normally because of nervousness.	(P1. a) The student faces anxiety. (P4.a) The student feels nervous. (P5.c) The student' problem is anxiety. (P6. a) The student's problem is anxiety. (P7.a) The student feels nervous. (P8.b) The student feels nervous.

Lack of confidence.	(P2.a) The first problem is I am not confident when giving a speech in front of the class to people who maybe have more ability than me. (P8.a) I had lack of confidence when I have to speak to people especially when giving a speech in front of many people	(P2.a) The student has lack of confidence (P8.a)) The student has lack of confidence
Lack of vocabulary knowledge.	(P3.a) When I presented the speech sometimes, it is difficult to find appropriate vocabulary to be spoken.(P5.a) I have less of vocabulary knowledge	(P3.a) The student has limitis vocabulary knowledge (P5.a) The student has limitis vocabulary knowledge
Lack of time management.	(P1.c) when I presented the speech I had problem with time management. Sometimes I cannot finish the speech on time. Sometimes it overtime and sometimes I finish the speech before the time is up. (P2.b) When I presented the speech sometimes I didn't finish the conclusion because I have limit of time. The other problem is sometimes it is difficult to me to find the idea for the topic of the speech. (P7.c) I also not good in managing time of the speech.	(P1.c)) The student has problem with time management (P2.b)) The student has problem with time management (P7.c)) The student has problem with time management

Difficult to elaborate ideas	(P2.c) The other problem is sometimes it is difficult to me to find the idea for the topic of the speech.(P4.b) I also have difficulty in finding ideas about topic that the lecturer gave us to present.(P5.b) I have problem about finding and elaborating the idea about the topic that we have to present.	(P2.c) The student has difficulty on elaborating idea. (P4.b) The student has difficulty (P5.b) the student has difficulty elaborating idea.
The student forgetting some words of the speech	(P3.b) And then, another problem is I forgot the some point of the speech.(P7.b) Sometimes I got stuck and forgetting my words in the middle of the speech.	(P3.b) The student forgetting some words (P7.b) The student forgetting some words

Public Speaking Strategies		
Point	Translated Statement	Theme
Students practice their speech	(P2.d) To gain more confidence in the next performer, I do a lot of preparation and I practice in front of mirror, in front of the whole family and maybe in front of my friends.	(P2.d) Thestudent practice the speech in front of people (P4.c) Thestudent practice the speech in
	(P4.c) To cope with my nervous I do a better preparation and a lot of practice at home.Sometimes I ask my friend to listen my speech.(P5.f) To reducing my anxiety I do a lot a practice in front of my friends.	front of people (P5.f) The student practice the speech in front of people (P8.c) The student practice the speech in front of people

	(P8.c) I do a lot of practice such as doing rehearsal in front of my family or friends to be more confident.	
Students write outline of the speech	(P3.d) I write some clue about my speech in a small note to avoid forgetting my words.	(P3.d)) The student write outline of the speech
	(P7.e) Then my strategy is I bring small notes about the outline of my speech as a back-up plan if I am forgetting my speech.	(P7.d)) The student write outline of the speech
The students improve self-awareness	(P8.e) And then I analyze my weaknesses and mistakes then I know how to increase confidence and not to repeat the same mistakes in the next performances.	(P8.e)) The student is more aware about her mistakes.
Use the pause to release the stress	(P8.d) While presenting the speech, I atop and try to take a deep breath and relax my body to avoid if I am nervous. Sometimes, I do it in the middle of the speech to reduce my nervousness.	(P8.d)) The student take a deep breath and pauses to manage nervousness
Student Record their speech	(P2.e) To get better in managing my time when doing public speaking I practice with timer or I record it.	(P2.e)) The student record her speech and use timer
	(P7.e) I record my speech to time it.	(P7.e)) The student record her speech
Students try to speak up in the class	(P1.c) My strategy for coping with Anxiety when I deliver speech in front of the class are I am trying to be more active and	(P1.c) The student participating discussion in class
	participating discussion in class. (P6.d) I try to speak up and active at class and speak with friend to make me feel more	(P6.d)The student speak up and active in class

	confident.	
Student watch English video	(P5.e) I am watching some English videos about topic that I got so, I can elaborate more ideas. (P2.f)I also watch video such as ted talk to video to improve my public speaking skills and get more ideas for my speech.	(P5.e) the student watch English video (P2.f)) the student watch English video
Student read text from any sources.	(P3.c) For vocabulary, it can be solved by reading. I read a lot of articles and journal and also books. (P5.d) I read some articles on the internet.	(P3.c) The student reads text from any sources. (P5.d) The student read from articles
Student use "pecha kucha" method	(P1.d)Then, strategy I practiced pecha kucha method to get better in time management while presented the speech. Pecha kucha is fast-paced presentation style, in which 20 slide are shown for 20 seconds.	(P1.d)The students used pecha kucha method
Student ask friends' for the Idea	(P4.d) Doing a discussion with friend after we get the topic to presents helps me a lot to find idea about the topic.	(P4.d) the student asks her friends to get some idea

Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B- 9081/UN.08/FTK/KP.07.6/09/2018

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR UB,08/DT/TL,00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang

- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan

memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat

- 1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;

 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 4. Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry 7. Banda Aceh:

R. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;

- 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
- 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
- Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Acch;

Memperhatikan

Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultus Tarbiyah dan

Keguruan UIN Ar-Raniry Tanggal 15 Januari 2018

MEMUTUSKAN

Menetapkan

KEDUA

PERTAMA

Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Nomor: B-1079/UN.08/FTK/KP.07.6/01/2018 tanggal 22 Januari 2018

Menunjuk Saudara:

1. Dr. Maskur, MA. 2. Siti Khasinah, M.Pd Sebagai Pembimbing Pertama Sebagai Pembimbing Kedua

Untuk membimbing Skripsi:

Nanda Rizka Utami 140203155

NIM

Program Studi

Pendidikan Bahasa Inggris English Students' Strategies in Ovecoming Public Speaking Difficulties in Public Judul Skripsi

Speaking Class Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-

Raniry Banda Aceh;

Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019 KETIGA KEEMPAT

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam

penetapan ini.

Ditetapkan di: Paga Tanggal:

Moshin Razali

14 September 2018

Banda Aceh

Ah Rektor

Tembusan

- Rektor UIN Ar-Raniry (sebagai laporan); 1.
- 2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
- Mahasiswa yang bersangkutan;

Application letter or Conducting Research from Department of English

Language Education



KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor: B- 11243 /Un.08/TU-FTK/ TL.00/10/2018

26 Oktober 2018

Lamp : ·

Hal

: Mohon Izin Untuk Mengumpul Data

Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama

: Nanda Rizka Utami

NIM

: 140 203 155

Prodi / Jurusan

: Pendidikan Bahasa Inggris

Semester

: IX

Fakultas

: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.

Alamat

: Jl. Lamreung, Simpang 7, Ulee Kareng, No. 75 b, Kec. Ulee Kareng, Banda

Aceh

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris FTK UIN Ar-Raniry Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

English Students' Strategies in Ovecoming Public Speaking Difficulties

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,

Kepala Bagian Tata Usaha,

M. Saja Farzah Ali

BAG.UMUM BAG. UMUN

Confirmation Letter of Conducting Research from Faculty of Tarbiyah and

Teacher Training



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI AR-RANIRY FAKULTAS TARBIYAH DAN KEGURUAN PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Email pbi.ftk@ar-raniry.ac.id.Website http://ar-raniry.ac.id

Surat Keterangan

Nomor: B-498/Un.08/KP.PBI/TL.00/12/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-11243/Un.08/ TU. FTK/TL.00/10/2018 tanggal 26 November 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama

: Nanda Rizka Utami

NIM

: 140203155

Prodi

: Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

English Students' Strategies in Ovecoming Public Speaking Difficulties.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 14 Desember 2018 Ketua Prodi Pendidikan Bahasa Inggris,

r. Zuliikar

AUTOBIOGRAPHY

1. Name : Nanda Rizka Utami

2. Place/Date of Birth : Bireuen/May 18th 1996

3. Sex : Female4. Religion : Islam

5. National/ethnic : Indonesia/ Acehnese

6. Marital Status : Single

7. Address : Jl. Tgk. Imum Rakyat, Dusun Teupeun,

Gampong Bireuen Meunasah Dayah,

Kecamatan Kota Juang, Kabupaten

Bireuen.

8. Email : nandarutami@gmail.com

9. Parents

a. Father's Name : Drs. Asralidin

b. Occupation : PNS

c. Mother's Name : Ainol Basriah

d. Occupation : Guru PNS

10. Education Background :

a. SD : SDN 15 Bireuen (2008)

b. SMP : SMPS Sukma Bangsa Bireuen (2011)c. SMA : SMAS Sukma Bangsa Bireuen (2014)

d. University : UIN Ar-Raniry (2019)

Banda Aceh, December 28th, 2018

The Researcher

Nanda Rizka Utami