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## Teaching Public Speaking at Kind English Course Pare-Kediri

Sukirman<sup>1</sup>, M. Labib Al Halim<sup>2</sup>

English education study program, Billfath university

[Sukirman504@gmail.com](mailto:Sukirman504@gmail.com)<sup>1</sup>, [labibhalim27@gmail.com](mailto:labibhalim27@gmail.com)<sup>2</sup>

### ABSTRACT

*This study was aimed to know the method used in Teaching Public Speaking at Kind English Course Pare-Kediri. The method used in this case was descriptive qualitative research. It means that the data gotten were described qualitatively. The researcher conducted the research in public speaking class at Kind English Course. The researcher used purposive sampling and took Public Speaking class as the participants because this class is the most wanted class. This is the only class in Kind English Course that holds the placement test in accepting the students. The class is always full in every period, and so many people say that Public Speaking class is one of the recommended classes. The researcher got the result from the observation, interview, and documentation as well as interview with the teacher that teaching learning process in the class is run well. In the teaching learning process, the teacher prepared the material well and explained the material using various methods. Subsequently, the evaluation was done every day after students performed their speech. Furthermore, the way the teacher teaches, the method used, the material and the environment become a complete package that Kind English Course offers to develop the student speaking ability.*

**Keywords:** Teaching Public Speaking, Kind English Course, Pare.

## **I. Introduction**

Nowadays, many courses exist in east java. Thus, students could learn English not only in formal education but also, they could learn in non-formal education.

Kind English course is non-formal education with “Terapi anti-Gagap Inggris”. It is located at Glagah street 80 Tulungrejo, Pare - Kediri. Kind is one of the specialists speaking in Kampung Inggris. This course offers eight main classes: Vocabulary, Speaking one, grammar for speaking, English Talent, Job Interview, Listening, Public Speaking, and Pronunciation class.

Speaking is a critical aspect of learning English to understand (Aziz & Dewi, 2020). One of the primary sources of evidence of language competency is the ability to speak the language you are learning. Improving speaking is difficult without practicing and having a partner. Face-to-face conversation, transactional speaking, real talk, and more practice can improve speaking ability naturally (Aziz & Dewi, 2020).

According to Lucas (2004:121), the teacher explains the great need to investigate knowledge level and educational background, age, gender, sexual orientation, racial, ethnic and cultural background, religion, and group

membership of the audience. It also matters for students to know how to design questionnaires and interviews.

Kind English course, is one of the programs the most wanted class and the program use placement test Many students want to learn about public speaking exactly they want to be able to speak in front of public usually, they have nervous and less confident at Public Speaking, speaking in front of the public is not easy to speak and listen to the speaker, because speakers' pronunciation speed and fluency become a problem both to listener and speaker. The teacher knows her duty to make students happy and fun when they learn it. Teachers should be able to motivate their students by using many methods to arouse the students' interest in studying public speaking. The method used must be helpful and suitable for their students. To make students interested and focused on the teacher's materials, the teacher should use the technique to support it.

Public Speaking is a program that supports speaking abilities in Kind English Course; the program is usually open 10th and 25th every week. This program supports speaking abilities and their confidence so they can speak up in front of

the audience and how to make the audience interested in new information and bored with known data. Through examples, the teacher illustrates how to use vivid and appropriate words, concrete words rather than abstract words, familiar and straightforward rather than complicated and technical terms.

Based on the reason above, the researcher is interested in knowing the teaching of public speaking at the Kind English Course. So, this research entitled “The Teaching of Public Speaking at Kind English Course.”.

## **II. Literature Speaking**

Speaking is the ability to speak fluently presupposes knowledge of language features and the ability to process language information on the spot. (Hammer, 2001:269) it means that in reaching the speaking skill, the students are respected not only mastering the language feature but also having extensive knowledge in processing the information discussion of the language. The language future of English consists of vocabulary, grammar, pronunciation, and diction. In conclusion, fluency is one of the essential components of speaking.

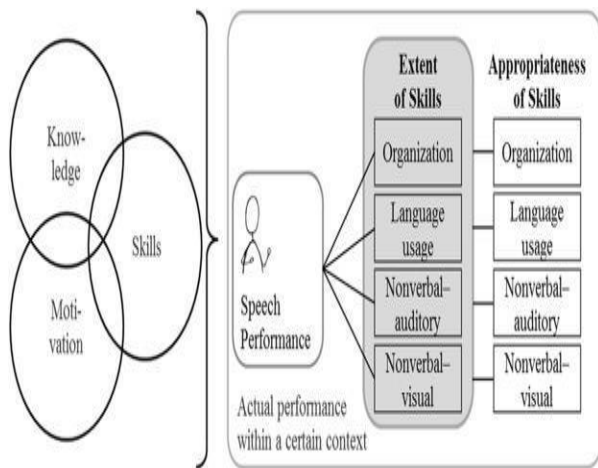
### **Public Speaking**

Public speaking is the activity done by someone to speak in front of an audience. Here, it means that someone can express their language using the style so they can improve their speaking ability because the speaker needs interaction with the audiences so the speaker can explain the information when the speaker wants to speak with the audience, the speaker also needs the strategies before they can communicate well.

### **Factors of Public Speaking**

When the speakers want to talk in front of the audience successfully, many factors that can influence public speaking are competence and confidence. However, the speaker must have some competent and confident preparations to speak well in front of the audience.

One of the aims is to make the students develop communicative competence in the simple oral. Explanation about the conceptual framework can be shown from this picture 1 below.



### III. Research Method

#### Research Design

The design of this research was a survey method. According to Sugiyono (2012: 29), descriptive is the method that describes the result and analysis what the researcher found during the research

#### Research participants

In this research, the subject is the students of Kind English Course. So, the observer chooses this course for doing the research. In this class, there are 16 students that the observer took as the sample. The second subject of the study is the teacher of speaking who teaches the observer studies in the class, namely Mr. Ahmad Khoirul Maftuhin. M, Pd

#### Research Instruments

##### a. Observation or Survey

observation is doing direct observation to the object of research to see from near the activities carried out.

This research was carried out through direct observation, which means the researcher takes part together object being operated on. In this case, the researcher directly observes how Teaching Public Speaking at Kind English Course is.

##### b. Questionnaire

A questionnaire is an instrument used by the researcher by giving a question online or paper to the respondent to be answered.

##### c. Documentation

Documentation looks for data regarding matters or variables in notes, transcripts, books, newspapers, magazines, inscriptions, meeting minutes, perches, agendas, etc. Documentation studies were carried out to complement the internal data analysis. This technique is a data collection technique secondary obtained from related agencies or online directly from the object under study.

#### Data Collecting Technique

##### a. Observation Guide

The observations were focused on the condition of the course, teaching facilities, and classroom management. The class observations were conducted on Mei 25th - Juni 9th, 2021, to get detailed information

about the teaching of the public speaking class process in the classroom. The observation focuses were teacher's preparation (syllabus and lesson plan), opening, main activity (method and media), closing, and evaluation.

The researcher wrote the result of the observation in the field notes. During the observation process, the researcher reported the main point of what happened in the teaching of public speaking class and took pictures during the observation by using the camera. The researcher did mention this in the public speaking class.

#### **b. Interview Guide**

Next, the researcher distributed the interview to the students of the public speaking class, the teacher of the public speaking class, and the director of the Kind English Course. This interview guide summarized questions about the focuses and sub-focuses of this research. There were 21 questions used in this case. Question number 1 to 15. It was about the teaching of public speaking class at Kind English Course. Question number 16 to 21 was used for the second. It was about the success of the education of public speaking class at Kind English Course.

The interview guide was divided into three parts. The first part was for the

director, and it contains seven questions. The director explained public speaking class generally, including syllabus, evaluation, students' ability after joining public speaking class, and students' response toward public speaking. The second part was for the teacher, and it contained sixteen questions. In this interview, teachers explained the materials taught, a method practiced, media provided, evaluation, and students' ability after joining the public speaking class. The last part was for the students, and it consisted of eight questions. It needed the students opinion to gain the additional information. They explained the media used by the teachers, closing done by the teachers, and their ability after joining the public speaking class. It also contained their opinion about public speaking class

#### **c. Documentation**

Documentation was needed because the researcher needed some data or documentation related to the focuses and sub-focuses. The documentation data taken were the list of students' public speaking classes, brochure of Kind English Course, photos during public speaking class activities. The researcher coordinated with the director of the Kind English Course to get all the teacher of the public speaking

class and the students of the public speaking class. The documentation was held several times, coinciding with other data collection.

#### **IV. Result**

##### **The Teaching Methods in public speaking at Kind English course.**

The method that the teacher of the public speaking class at the Kind English Course used is dynamic presentation, speech, and retelling. All of the students who study in public speaking at the Kind English Course must be able to speak English, and they can present in front of the public at Kind English Course using English. The teacher of the public speaking class at the Kind English Course also integrates public speaking and another aspect, such as pronunciation, vocabulary, fluency, and confidence, to increase the students' ability in speaking English like a native speaker. Besides that, the teacher uses many ways to teach public speaking, such as vocal variety, facial expression, body language, gestures, and many others.

Based on the discussion above, the teacher's method in public speaking class at the Kind English Course is suitable. Study about language, we not only study it in theory, but we must be able to speak it and make it in communication. It is the same

with the tutors' method at the Kind English Course. The tutors at Kind English Course use dynamic presentation, speech and retelling methods in teaching public speaking English, and by this method, the tutors are accessible in teaching public speaking.

##### **The teaching Media in public speaking at Kind English course.**

Media is such things that can be used to distribute messages from sender to receiver to stimulate the intellect, the mind, attention, and students to build the learning process. The English teacher in the public speaking class at Kind English Course uses the media board. Traditionally, she wrote the material on the board using markers, and students gave full attention to the teacher's explanation. Other media are flash disk, laptop, projector, LCD, Handy cam and speaker (Aziz & Dewi, 2020). The teacher played it and asked the students to listen and observe.

##### **The teaching evaluation in public speaking at Kind English course.**

Evaluation is necessary for a teacher to give feedback to students during their learning activities. In teaching and learning English in a public speaking class, the teacher evaluates student performance to leave a comment. However, there are three

evaluations: analysis, value, and reported. The advantage of teacher evaluation is to determine students' ability, and the results were good teaching techniques.

Based on the discussion above, the teachers' " evaluation in teaching public speaking is good. The tutors always give the students" evaluation in public speaking in every meeting so that the tutors can see the progress from their students" ability in their performance.

#### **The Students' Speaking Ability after Learning in public speaking at Kind English course.**

Based on the researcher's findings from observation, interview, and documentation, the students" speaking ability after learning to speak in public speaking class at the Kind English Course improved quickly. When the first meeting, the students joined the placement test, the researcher saw that their English was good, but the students didn't have reasonable confidence to speak in front of audiences. It could be seen from their body language, gesture, eyes contact, vocal variety, facial expression, and stance. The students could melt the situation and conquer the nervousness start from the second meeting to the last session because the teacher gave them homework that they had to do it together. The students'

confidence was better than before.

Related to the discussion above, the students" speaking ability after learning in public speaking class at Kind English Course is good.

#### **The student's response toward in public speaking at Kind English course.**

Based on the researcher's findings from observation, interview, and the students" response toward public speaking class at Kind English course in the first meeting until the last meeting, the student's answer in public speaking 50 is good. They were happy when they learned it.

### **v. Conclusion**

The conclusion of this research is based on the focus of the study. The syllabus is for teaching at public speaking, the method used at public speaking, the media used at public speaking, the form of evaluation; the students speaking ability after learning, the student's response from the findings stated in chapter IV, the researcher concludes regarded the teaching of public speaking at Kind English course Pare-Kediri as follow:

1. The syllabus for the students of public speaking class at Kind English Course is type three, a situational syllabus. A situational syllabus is one in which the content of language teaching is a collection of real or imaginary situations

- in which language occurs or is used.
2. Method of public speaking class: The English teacher uses some method active in presentation, speech, and retelling. In this technique, the purpose of teaching is to create interaction-speaking students. Reasons to use the expression in teaching and learning to develop students more active in English.
  3. Media is such things that can be used to distribute messages from sender to receiver to stimulate the intellect, the mind, attention, and students to build the learning process. The English teacher in the public speaking class at Kind English Course uses the media board. Traditionally, he wrote the material on the board using markers, and students gave full attention to the teacher's explanation. Other media are flash disk, laptop, projector, LCD, Handycamp, and speaker and played through the computer and speakers (Aziz & Dewi, 2020). The teacher plays the students to listen and oversee the tape. After that, the students were asked to imitate a conversation like the model in the cassette.
  4. Evaluation is necessary for a teacher to give feedback to students during their learning activities. Teachers evaluate

student performance to leave a comment in teaching and learning English. However, there are three evaluations: analysis, value, and reported. The advantage of teacher evaluation is to determine students' ability, and the results were good teaching techniques.

- a. Increase students' motivation.
- b. Provide classroom situations relax and fun.
- c. Develop and practice the skills of students in English.

Based on the researcher's findings from observation, interview, and documentation, the students' speaking ability after learning speaking in public speaking class at Kind English Course improved quickly. When the first meeting, the students joined the placement test, the researcher saw that their English was good, but the students didn't have good confidence to speak in front of audiences. It could be seen from their body language, gesture, eyes contact, vocal variety, facial expression, and stance.

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