

**PUBLIC SPEAKING THROUGH ONLINE LEARNING IN PANDEMIC COVID-19 FOR THE ELEVENTH GRADE STUDENTS OF SCIENCE AT MAN 1**

**SITUBONDO**



**THESIS**



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**PUBLIC SPEAKING THROUGH ONLINE LEARNING IN PANDEMIC COVID-19 FOR THE ELEVENTH GRADE STUDENTS OF SCIENCE AT MAN 1 SITUBONDO**

**THESIS**

Submitted to State Islamic University of Kiai Achmad Siddiq Jember  
in partial fulfillment of the requirements for bachelor's degree  
of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Language Teacher Training Department

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Has been examined and approved as the requirements to obtain a bachelor degree of  
Sarjana Pendidikan (S.Pd)  
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English Education Department

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Date: 11<sup>th</sup> of January, 2022

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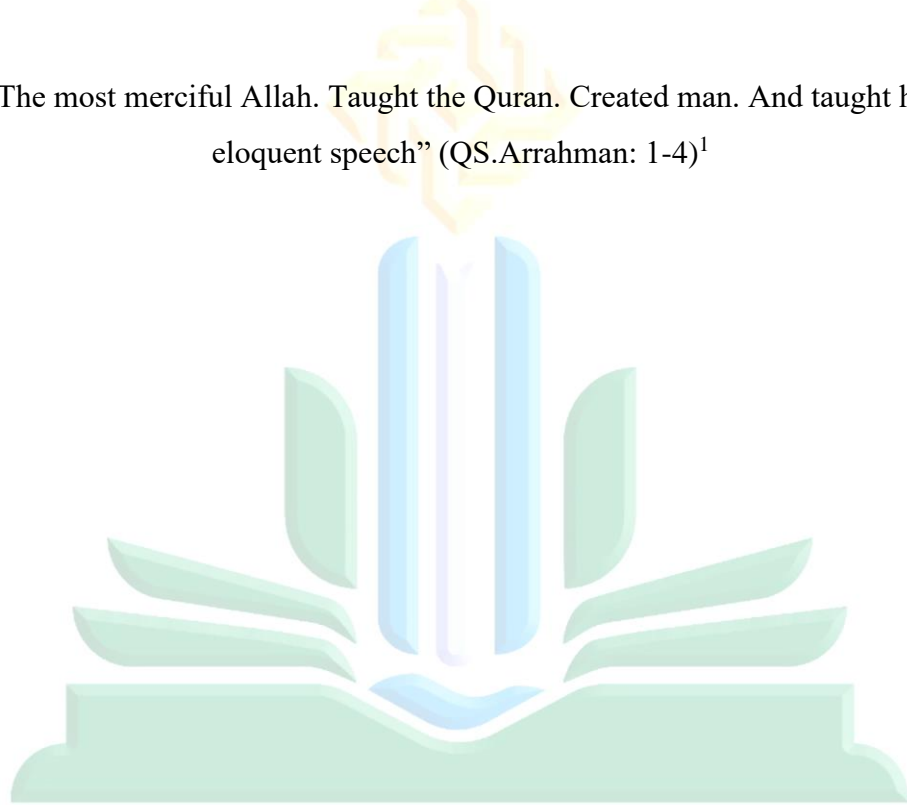
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## MOTTO

الرَّحْمَنُ [1] عَلَّمَ الْقُرْآنَ [2] خَلَقَ الْإِنْسَانَ [3] عَلَّمَهُ الْبَيَانَ [4]

“The most merciful Allah. Taught the Quran. Created man. And taught him eloquent speech” (QS.Arrahman: 1-4)<sup>1</sup>



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<sup>1</sup> Al-Qur`an Surah Ar-Rahman Ayat 1-4.

## DEDICATION

I dedicate this thesis to:

1. My beloved Allah SWT and Prophet Muhammad SAW.
2. My beloved parents, Moch. Zainuri and Umi Kulsum who always support, give their best prayers, and have given me the opportunity to receive education up to Bachelor Degree.
3. My beloved younger sister (Dhaivi) and lovely cousins (Fyan and Laily), who always bring happiness to my life.
4. My big family who always have the sincerity to grow me up, educate, accompany, pray, and support me until I can accomplish this graduating paper.
5. My classmates of English Department (Diamond Class), the big family of English Student Association UIN KHAS Jember, my University UIN KHAS Jember, and the other friends who have accompanied me in the process of becoming a better person.



## ACKNOWLEDGMENT

Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis entitled "Learning of Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo." well. Salawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

Therefore, in this occasion I would like to express my sincere thanks to:

1. The Rector of state Islamic University KHAS Jember, Prof. Babun Suharto, S.E, M.M who has given me chance to study in this university.
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4. My advisor Mr. Suparwoto Supto Wahono, M.Pd., who helped me a lot to finish my thesis.
5. And all people who have participated and helped me during this process that I cannot mention you all one by one.

May Allah SWT repay all of kindness of people who helped me to finish this thesis. I believe that this thesis might have some weakness, but I hope this thesis will be useful for the future researcher.

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JEMBER  
Jember, 27<sup>th</sup> of November 2021

**SITTIYATUN**

## ABSTRACT

**Sittiyatun, 2021:** *Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo.*

**Key words :** Public Speaking, Online Learning.

In the pandemic era of Covid-19 many sectors were in trouble, one of those is education sector. Therefore, teachers were forced to find alternative way to do teaching and learning process. Luckily, technology in this country has developed and it helps teacher and students easier to study without face-to-face. Learning English is always related to speaking mastery. Speaking as one of the basic skill becomes very important because people can start conversation with others, such as giving an idea and sharing information. Unfortunately, many of English learners find difficulties to express themselves in speaking English. Along the learning process of eleventh grade students of science at MAN 1 Situbondo, each student has their own problems. For instance, being afraid of talking English, being insecure to their English ability, and do not know how to pronounce words, etc.

The research questions in this research are (1) How is the implementation of public speaking through online learning at MAN 1 Situbondo?, and (2) How is students` perception toward public speaking through online learning?. This study aimed to describe the implementation of public speaking through online learning and to know students perception toward public speaking through online learning for the eleventh grade students of science at MAN 1 Situbondo.

This research is a qualitative study. To get data the researcher used observation, interview, and documentation. Meanwhile the data were analyzed with Miles and Hubberman model namely data condensation, data presentation, drawing and verifying conclusion. This study involved seven participants of eleventh grade students of science class and the teacher in public speaking subject.

The research finding showed that there were several stages in conducting public speaking through online learning. The materials given were speech presentation, vocabulary building, and conversation. In speech activity students passed several stages; research phase, demonstration phase and reflecting phase. The teacher acted several roles in public speaking program; resource, prompter, organizer, participant, tutor, and feedback provider. The materials given in public speaking program were suited with the curriculum and provided speaking practice for students. The students in public speaking learning had a good participation in which they actively participate in all the activities given. The implications of this research was to provide rich information and functions as a reference for educational practitioners and researchers.

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# CHAPTER I

## INTRODUCTION

### 1.1 Research Background.

Teaching and learning process can be defined as a transformation process of knowledges from teachers to students. This is called as the combination of various elements in the process where an educator identified and set learning objectives, develop teaching resource, and apply teaching and learning strategy.<sup>2</sup> In Pandemic era of Covid-19, the learning process should be implemented at home through online learning. On circular number 4 of 2020, Nadim Makarim as the minister of education and culture Republic of Indonesia explained that students will get the materials through online learning by internet using their own computer or gadget. It means that the government suggests an institution's education to inaugurate the learning process. One form of innovation is online learning.<sup>3</sup> Inah (2015) stated that online learning means learning process is carried out using internet which aims to get the standart of education by utilizing technologies such as computer or gadget.<sup>4</sup> Government consider that online learning is an effective way to carry out teaching learning process even without attending to the class and having interaction between teachers and students. Aparicio, Baca, and Oliveira (2015) divide the scope of online learning into two main points

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<sup>2</sup> Munna and Kalam “*Teaching and Learning Process to Enhance Teaching Effectiveness*” International journal, Vol. 4, No. 1, 2021.

<sup>3</sup> Pendidikan, M. (n.d). surat edaran nomor 4 tahun 2020 tentang *pelaksanaan pendidikan dalam masa darurat covid-19*.2020.

<sup>4</sup> Inah, “*peran komunikasi dalam interaksi guru dan siswa*” Jurnal Al-Ta’idib, Vol. 8, No. 2, [http://www.neliti.com/id/publications/235720/peran-komunikasi-dalam-interaksi-guru-dan-siswa.jurnal-al-ta'dib,\(2015\)](http://www.neliti.com/id/publications/235720/peran-komunikasi-dalam-interaksi-guru-dan-siswa.jurnal-al-ta'dib,(2015)) accessed on 20<sup>th</sup> September 2020 hal 150.

namely learning and technology. Learning is simply a cognitive process to get knowledge. While technology is a tool to support the process of achieving it.<sup>5</sup> In that case it can be stated that online learning is the best alternative ways to implement learning process in pandemic era.

Language is defined as a means of thinking and transferring culture from one generation to another as well as from one nation to another. Many definitions of language have been proposed. Heriansyah (2012) as an English phonetician and language scholar, stated that Language is the expression of ideas by means of speech-sounds combined into words.<sup>6</sup> Words are combined into sentences, this combination answering to that ideas into thoughts. Bloch and Trager in David Chrystal article formulated the following definition: “A language is a system of arbitrary vocal symbols by means of which a social group cooperates.”<sup>7</sup> Those definitions can be stated that language is a tool for communication from combination of words and sentences become an idea to create a conversation.

People learn more than one languages for many purposes. It can be for education, bussiness, social, and many others. In education, English is a second language study in school or university. There are some basic skills which the learners have to master English. Those are reading, writing, listening, and speaking. It is interesting to know that teaching and learning

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<sup>5</sup> Bacao & Olivera “An e-learning Theoretical framework”. Journal of Educational technology system. Vol 19, No 1., 2015

<sup>6</sup> Heriansyah, The Practical Study of Languages, London, hal 3, 1899.

<sup>7</sup> David; Honorary professor of linguistics, Bangor University article, 2021.

English is found full of challenges. Overcoming the problems appeared during the class time is also challenging, especially spoken activities.

Speaking as one of the basic skill is an activity of delivering messages. It becomes very important because many people can start the conversation with others, such as giving an idea and sharing the information. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language `on the spot`.<sup>8</sup> While Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in variety of situations.<sup>9</sup> Nunan (2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency.<sup>10</sup>

اَللّٰرْحَمٰنُ [1] عَلَّمَ الْقُرْآنَ [2] خَلَقَ الْاِنْسَانَ [3] عَلَّمَهُ الْبَيَانَ [4]

Meaning: “The most merciful Allah. Taught the Quran. Created man. And taught him eloquent speech”.

The verse above explained that Allah equipped human a potential namely being taught to speak properly with a good language, and ability to explain something clearly. Therefore, the researcher concluded that speaking is the ability to produce language and share ideas. Speaking is required to interact among people. There are many things that people should pay attention in speaking activity rather than what is being spoken, what language they use, but also whom do we talk to. A good conversation is created when both or more speakers and listeners understand what topic they are talking

<sup>8</sup>Jeremy, *The Practice of English Language Teaching*, 2007.

<sup>9</sup> Quianthy, *Essential Collage Sophomore Speaking and Listening Competencies*, 1990.

<sup>10</sup> Nunan, *Second Language Teaching and Learning*, 2006.

about. For that, of course the speaker has to know what language the listeners use.

Ur (1996) finds that there are many problems when he got the student to talk in the class room. Those problems are inhibition, lack of topical knowledge, and mother tongue use. The first problem is inhibition. The students were fear of making mistakes, being shy, and sounding foolish. The second problem is lack of topical knowledge. In speaking, we are forced to have a certain topic to help us starting our speaking. Students also complained that they had no idea to say caused by their nervousness. The last is mother tongue use, students usually use mother tongue in class when they are discussing about certain topic that they are not capable enough, then they will use their first language to explain clearer.<sup>11</sup>

For some students speaking skill is not easy to be mastered as what Nguyen said in that many of English learners find difficulties to express themselves in speaking English. Along the learning process for the non-native English speaker, each student has their own problems. For instance, being afraid of talking English, being insecure to their English ability, and do not know how to pronounce words, etc.<sup>12</sup>Hendra Heriansyah (2012) also found that for most foreign language learners, speaking in target language is not

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<sup>11</sup>Ur, A Course in Language Teaching Practice and Theory (Cambridge: Cambridge University Press, 1996), 29

<sup>12</sup>Nguyen and Tran, Factors Affecting Students' Speaking Performance at Le ThanhHien High School. Asian Journal of Educational Research Vol. 3, No. 2, 2015 ISSN 23116080s

easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules.<sup>13</sup>

Those problems can be solved by the right technique on the students' needs. The students will like the suitable technique and fun, the teachers or lecturers should create a fun and exciting technique which the students can freely speak in the classroom for the teaching-learning process. Public speaking is an effective solution to communicate science, to enhance youths' skills and to increase the connection between people in any types of context and situation.

Public speaking is having a speaker to stand before the audience delivering a speech in a structured manner. Public speaking is as same as presentation, where the difference is the latter is usually meant for commercial or academic environment. Furthermore, Baumeyer (2018) as an instructor in Organizational Leadership and Management and Teaches Business Courses said that, "Public speaking is the process of communicating information to an audience. It is usually done before a large audience, like in school, the workplace and even in our personal lives."<sup>14</sup> Astuti (2011) stated that public speaking is technique to communicate a message or idea in front of people in order to make the understand the information or alther someone's view or opinion.<sup>15</sup> Based on the definitions above the researcher can conclude that public speaking is a technique to communicate or have conversation with

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<sup>13</sup>Heriansyah, Speaking Problems Faced by the English Department Students of Syariah Kuala University. *Lingua Didaktika* Vol. 6, No. 1, 2012.

<sup>14</sup> Baumeyer, *Public Speaking as a Communication Process*, 2018.

<sup>15</sup> Astuti, *Jurus Kilat Jago Public Speaking*, 2011.

a large of people to transfer the ideas or information, motivate, educate, and even entertaintain the listeners.

Public speaking skill can be used for leadership, personal development, business, customer service, large group communication, and mass communication too. For instance, the audience emotions might even be stirred up, if the speaker is good in getting into personal sharing and show sincerity in what he is delivering. Laura spencer (2018) states public speaking in communication has played a major role in education, business, and government.<sup>16</sup> Words have power to inform, persuade, educate, and even entertaintain. A public speaker must be able to create an exciting atmosphere among the audiences and of course with confidence. According to Russian expert Arina Nikitina, improving your ability to speak in front of others and learning how to talk about who you are and what you do with natural grace and authenticity can go a long way in expanding your social circle, building strong relationship with successful, like-minded people and making a new friend.

Therefore, the researcher stated that the benefits of knowing how to communicate to an audience include sharpening critical thinking and verbal/non-verbal communication skill. Other than that, public speaking can raise a person`s degree.As students, this ability will be very useful when they have to deal with their assignments from their lecturers to be presented or shared in front of the class. The success of a public speaking is if the message

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<sup>16</sup> Laura, What is Public Speaking? Why is it important?, 2018.



delivered can be received by others clearly. That's why it's necessary for teachers to teach some technique for public speaking.

Public speaking influences in terms of education. Liotto (2018) stated that a public speaking class contributes to develop students' character and behavior because it gives an inspiring, thrilling and motivational experience to students.<sup>17</sup> Sari stated in her research that public speaking tasks could improve students' speaking achievement. Moreover, Karmala 2019 stated in her research that public speaking is an interesting learning with some techniques used by teacher to support students public speaking.

However, not everyone can speak English well in front of the audiences as Public Speaker. Based on the observation at MAN 1 Situbondo, the researcher found , students at the eleventh grade of science have three classes namely science 1, science 2, science 3. science 1 class had a good English speaking skill eventhough there were some mistakes but the class was better than others. Besides, the researcher found that some students were actually scared of speaking English. With those reasons, the researcher wanted to carry out a research under the title "Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo". This research was intended to describe the implementation of public speaking through online learning, and to know students' perception toward public speaking through online learning.

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<sup>17</sup> Liotto, The Impact Of Public Speaking on People's life. 2018

## 1.2 Research Focuses

In Reference to the background above, the research problems are formulated as follows:

- a. How is the implementation of public speaking through online learning for the eleventh grade students of science at MAN 1 Situbondo?
- b. How is students` perception toward learning public speaking through online learning for the eleventh grade students of science at MAN 1 Situbondo?

## 1.3 Research Objectives

Based on the Research Questions above, the researcher intends to find out some objectives, as follows;

- a. To describe the implementation of Public Speaking through online learning for the eleventh grade students of science at MAN 1 Situbondo.
- b. To describe students` perception toward public speaking through online learning for the eleventh grade students of science at MAN 1 Situbondo.

## 1.4 Research Significances

- a. Significance for the Students

This research was expected to give opportunity to students in giving their experiences in learning public speaking subject, in terms of how significance the public speaking subject could correct or supported their speaking skill, and also by this research the students could give their comment and suggestion toward public speaking subject through online model in Pandemic Covid-19.

b. Significance for the Teacher

This research was expected to give information about how is the implementation of Public Speaking through online learning. The different students might reflect on the implementation process of receiving and delivering public speaking during the process of learning. The diverse students' response might be beneficial for improvement of classroom instruction and classroom activities and hopefully, teacher could be also more aware to the students' and could minimize the problem which might arise during implementing public speaking subject through online learning in Pandemic Covid-19.

c. Significance for the next researchers

This research could be a reference for the the next researcher in term of Public Speaking through Online learning in Pandemic Covid-19 and in conducting a further related research.

### 1.5 Scope of Study

This research had been restricted in subject learned, the researcher had only taken a place in public speaking subject and also it had been restricted only in finding the students' experience in Public Speaking through online learning in Pandemic Covid-19 to support their speaking skill.

This research had been also further restricted by the participant. The current participants that researcher had taken only the students of eleventh grade of science at MAN 1 Situbondo

## 1.6 Definition of Key Terms

### a. Public Speaking Learning.

Public speaking learning is a learning in which students are expected to be able to talk in front of public fluently in certain topic. It can be for giving information, discussing something, or even entertaining people.

### b. Online Learning.

Online learning means that the learning is done through online model. In which the teacher and the students use certain application to do learning process. In this research, the teacher and the students use google meeting to do teaching and learning process. Google meeting is one of an effective online learning to help teacher and student in having teaching and learning process.



## CHAPTER II

### REVIEWS OF RELATED LITERATURE

#### 2.1 Previous Research

There are several studies have been carried out and related to this research. The researcher has chosen three recent research, those are from ;

Adrian Adiwinata`s thesis (2017), the student of Makassar Muhammadiyah University on the study entitles “The students` perception towards the effectiveness of public speaking subject to support their speaking skill”.<sup>18</sup> The data collection was conducted from February to April 2017. The data was collected from 39 students of English Education Department in academic year 2016/2017 from VI Bilingual class of Public Speaking Subject. This study used qualitative research design in collecting data. The instrument which was used to collect the data was interview. The interview was distributed to 39 students of English Education Department in academic year 2016/2017. The items of the interview were some questions as qualitative interview. Based on the findings, it finds that students gave the positive perception toward the implementation of public speaking subject to measure the effectiveness of public speaking subject to support their speaking skill. Moreover, the students claimed that they have got many advantages during the implementation of public speaking subject. This study also found out that this strategy was needed to be improved by the lecturers in terms of giving instruction, observing the class and evaluating the implementation of

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<sup>18</sup> Adiwidata, The students` perception towards the effectiveness of public speaking subject to support their speaking skill, Makassar Muhammadiyah University,2017.

public speaking subject. In conclusion, public speaking gave positive effect to students to support their speaking skill caused by many advantages of it.

Yohana Belinda Rosaria`s thesis (2017), the student of Sanata Dharma University of Yogyakarta on her study entitle “Student self-efficacy to perform speech in public speaking class”. This researcher used mix method to collect quantitative and qualitative data. The researcher used questionnaire consisted of close-ended and open-ended to collect quantitative data and also used interview as gathering the data technique to collect qualitative data. The finding of this research showed that most of the public speaking students have high self-efficacy while performing the speech. In the research result, the researcher found the factors which showed that the student`s self-efficacy influences their speech performances. Those factors were students strategies, success experiences, and other friends feedback. Although, the students have high self-efficacy, they are still lack in some aspects such as the students were not sure they can handle their nervousness and did not feel nervous when they know they are suddenly asked to perform outside the class. The previous performance of their friends are not good, and the audience does not cooperate and gives good responses. In general, the higher self-efficacy they gain, the higher expectation they have for themselves to perform well, and thus there are better possibilities to get the higher score.<sup>19</sup> In conclusion, public speaking was an effective way to support students speaking skill. Unfortunately, in this research the researcher still found a problem that

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<sup>19</sup> Rosaria, *Student self-efficacy to perform speech in public speaking class*, Sanata Dharma University of Yogyakarta, 2017.

students still could handle their nervousness of sudden activity out of the class.

Rizki Amalia Sholihah`s thesis (2020) entitle “Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19”. This research is descriptive qualitative research with a case study research type. The subjects in this study were 13 students of PGMI Insuri Ponorogo who took the Indonesian Language 1 course in the third semester. Learning speaking skills is carried out with four types of speaking practices, namely reading stories, reading announcements, giving speeches, and discussing. In the discussion practice, students' speaking ability is also trained better without dependence on reading texts. However, there is still one aspect that cannot be involved in assessing learning practices using voice message media, namely eye contact with listeners. One aspect of this is also one of the obstacles faced in online learning that only uses voice message media. Unrecognizing expressions and gestures when carrying out practice also prevent listeners (lecturers) from including them in the assessment aspect.<sup>20</sup> In conclusion, speaking skill could be trained not only delivering speech but also through reading stories or announcement. In this research, there was one obstacle faced by the researcher namely eye contact with listener. Voice message media could not show students` face.

Shampa Iftikhar`s journal (2015) entitle “Teaching Speaking Through Public Speaking Course”. The objectives of the research were intended to

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<sup>20</sup> Sholihah, “*Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19*” Institut Agama Islam Sunan Giri Ponorogo, 2020.

analyze some factors that are closely related to teaching speaking. the researcher also tried to evaluate how the public speaking course at Stamford University Bangladesh plays a vital role in teaching speaking, and teachers' and learners opinions regarding this course. The research finding is the public speaking course at Stamford University has broadened a great scope for teaching speaking. the researcher also gives several suggestions to consider some issues in conducting this program, those are high motivation, managing the large class, and administrative policy. This research also found that the course design should be appropriate with the demand of time and trained teachers must be recruited in the secondary and higher secondary levels.<sup>21</sup> In conclusion, This previous research described students perceptions toward public speaking course, also the researcher tries to analyze some factors that publicspeaking played a vital role in teaching speaking.

From the result of previous researchers, the researcher wanted to do further research to describe the implementation of public speaking through online learning and to know students` perception toward public speaking through online learning for the eleventh grade students of science at MAN 1 Situbondo.

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<sup>21</sup> Shampa Iftikhar, *Teaching Speaking Through Public Speaking Course*, Stamford Journal of English, Vol. 7 No. 1, 2015. P.183-203



**Table 2.1**  
**The Similarities and Differences between Previous Research and this Research**

No	Research title	Learning of Public Speaking through Online Learning in Pandemic Covid-19 for The Elevent Grade of Science at MAN 1 Situbondo	
		Similarities	Differences
1	Adrian Adiwinata thesis, student of Makassar Muhammadiyah University “The students` perception towards the effectiveness of public speaking subject to support their speaking skill”	<ul style="list-style-type: none"> <li>• The current research and the previous research used qualitative research as the research design.</li> <li>• The current and the previous research discuss about student`s perception.</li> </ul>	<ul style="list-style-type: none"> <li>• The current research uses online learning while the previous research used face-to-face learning.</li> <li>• The previous research only use an interview to collect the data, while the current research use observation, interview, and documentation.</li> <li>• The previous research collect the data from university students while the current research collect the data from senior high school students.</li> </ul>
2	Yohana Belinda Rosaria thesis, student of Sanata Dharma University of Yogyakarta	<ul style="list-style-type: none"> <li>• The current and the previous research focus on speech delivery as the material.</li> </ul>	<ul style="list-style-type: none"> <li>• Yohana`s research used mix research design, those were</li> </ul>

	<p>“Student self-efficacy to perform speech in public speaking class”</p>	<ul style="list-style-type: none"> <li>The previous and the current research take the data from senior high school students.</li> </ul>	<p>quantitative and qualitative research, while the current researcher uses qualitative research.</p> <ul style="list-style-type: none"> <li>The current research uses online learning while the previous research used face-to-face learning.</li> <li>The previous research focus on student efficacy, while the current research focus on how the material implemented and student's perception on Public Speaking class</li> </ul>
3	<p>Rizki Amalia Sholihah thesis, “Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19”.</p>	<ul style="list-style-type: none"> <li>The current research and the previous research use qualitative research to collect data.</li> <li>The current research and the previous research use descriptive analysis.</li> </ul>	<ul style="list-style-type: none"> <li>The previous research used voice message media while the current research use google meeting.</li> <li>The previous research subject was university students, while the current</li> </ul>

			research is senior high school students.
4	Shampa Iftikhar`s journal "Teaching Speaking Through Public Speaking Course"	<ul style="list-style-type: none"> <li>• The current research and the previous research use qualitative research to collect data.</li> <li>• The current research and the previous research use descriptive analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• The previous research described students perceptions toward public speaking course while my current research focus on teacher strategy in supporting students speaking skill and the implementation of public speaking.</li> <li>• The previous research use face to face learning while the current research use online learning.</li> <li>• The previous</li> </ul>

			research subject was university students, while my current research is senior high school students.
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From reading those previous researchs above, the researcher concluded that there are actually similarities and differences between the previous research and the writer`s research. The similarity of the writer`s research and the previous research is the used of public speaking learning and the data collection are qualitative research. While the distinction between the previous research and the curret research is about the implementation of public speaking learning. The previous researchers used face to face learning while the current research use online learning and that what makes this research is interesting to be done.

## 2.2 Theoritical Framework

### 2.2.1 Teaching and Learning English.

English becomes as a second languge should be practiced everytime to get better pronounciation, grammatical usage, and etc. Harmer (2004) stated that, English is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country.<sup>22</sup>

<sup>22</sup> Harmer, how to teach writing, 2004, p.39.

It means that, learners only practice their English ability only in school or institution.

Teaching foreign language, teachers should be able in giving interesting topic. Regarding to Brown, teaching is helping students to learn how to do something, giving instructions of something, causing to know or understand something.<sup>23</sup> It means, teacher is the cause of student`s recognizing something. Teacher also must be able to make student feels comfortable in studying especially foreign language study.

From the definitions above the researcher concluded that, learners are expected to apply their English ability for international communication. Teacher also has to create an interesting learning and prepare the concept of teaching as well as possible. Because students claimed that learning English as foreign language is the most difficult subject in school.

### **2.2.2 Definition of Language.**

Language is used to communicate between one person to other people. Verderber (1999) defined language is the body of words the system of communication for people with the same community and nation, the same geographical area, or the same cultural tradition.<sup>24</sup> Richard and Platt (1992) defined language is the system of communication which consist of structured arrangement of sounds into

<sup>23</sup> Brown, Teaching Principle of Language and Teaching, San Fransisco, p.7, 1994.

<sup>24</sup> Verderber, The Challenge of effective speaking, p.52, 1999.

larger unit.<sup>25</sup> Meanwhile, Halliday (2003) defined language is system of meaning a semiotic system. A language is almost certainly the most complicated semiotic system we have.<sup>26</sup> From the definitions above, the researcher concluded that language is a tool of people`s communication with the same area, with structured arrangement of sounds.

### 2.2.3 Definition of Speaking.

Speaking is becoming an important role in our daily life. Speaking is the ability to pronounce sound articulation or word to express thoughts, ideas, and feelings. The information sent by speaker should be clear so the listener can understand the content of information. According to Haryadi and Zamzani speaking is delivery intention (ideas, thoughts, feelings) to the others by using spoken language so that the intent can be understood by other people.<sup>27</sup> Consequently, if we can convey our thoughts or opinions properly and correctly and we can make our partner understand what we are talking about, then the speaking activity can be said to be successful. Because the key of speaking is the listener and the speaker are able to understand the topic in speaking.

Besides that, Henry Guntur Tarigan said that speaking is ability to pronounce an articulation sounds or words to express and convey

<sup>25</sup> Richard and Platt, *Longman Dictionary of Language Teaching Applied Linguistics*, England, 1992.

<sup>26</sup> Halliday, *Language as a Semiotic*, p. 50, 2003.

<sup>27</sup> Haryadi dan Zamzani, *Peningkatan Keterampilan Berbahasa Indonesia* (Jakarta: Dedikbud, 1997), 56

thoughts, ideas, and feeling.<sup>28</sup> Speaking is oral communication that involves several things, the information being communicated and the tools of communication. By speaking, social relation becomes more effective. That is, speaking means transferring messages from a source to another.

Based on the definition of speaking above the researcher concluded that speaking skill is very important in every situation even in the learning process. Every process in learning must have a good communication process. A good communication means, the speaker and the listener understand each other. Someone who has low skill in speaking will be difficult to carry out a good communication process with other people. Therefore, language skill is the main basic of language teaching because ability of spoken language is a mode frequently used expressions and also it is the first form of ability which is usually studied by students. Speaking is a way to express feelings, ideas and wishes to others by using words in spoken context. Speaking is the most essential way in which the speaker can express himself through a language.

#### **2.2.4 Public Speaking.**

##### **a. Definition of Public Speaking.**

Speaking is becoming an important role in people`s life.

Speaking is the ability to pronounce sound articulation or word to

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<sup>28</sup> Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*(Bandung: Angkasa Bandung, 2008), 16

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<sup>29</sup> Haryadi dan Zamzani, *Peningkatan Keterampilan Berbahasa Indonesia* (Jakarta: Dedikbud, 1997), 56

<sup>30</sup> Henry, *Berbicara Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa Bandung, 2008), 16



speaker and the listener understand each other. Someone who has low skill in speaking will be difficult to carry out a good communication process with other people. Therefore, language skill is the main basic of language teaching because ability of spoken language is a mode frequently used expressions and also it is the first form of ability which is usually studied by students. Speaking is a way to express feelings, ideas and wishes to others by using words in spoken context. Speaking is the most essential way in which the speaker can express himself through a language.

Public speaking (also called oratory or oration) is the process or act of performing a speech to a live audience. This type of speech is deliberately structured with three general purposes: to inform, to persuade and to entertain. Public speaking is commonly understood as formal, face to face speaking of a single person to a group of a listener. Public speaking can serve the purpose of transmitting information, telling a story, motivating people to act or some combination of those. Public speaking can also take the form of a discourse community, in which the audience and speaker use discourse to achieve a common goal.<sup>31</sup>

According to Brown,<sup>32</sup> public speaking gives opportunities to start practicing oral communication. One of oral communication part is the ability to initiate conversations, nominate topics, ask

<sup>31</sup> Dahlan Journal of English Studies Vol. 3, Issue 1, March 2016. P.20.

<sup>32</sup> Brown, Language Assessment Principles and Classroom Practice, United States of America, 2003.

questions, control conversations, and change the subject. Those who equip themselves with effective speaking skills are able to handle magnificently their interpersonal communication problems during their working life. Students of today are leaders of tomorrow. As future leaders they would find themselves in situation where they would have to persuade their subordinates impressively during their interpersonal communications. Generally, people judge and assess a speaker by the way he or she speaks. The first impression would usually be a lasting impression that would be registered in the minds of the people who come into contact with the speaker. A good public speaking skill would enhance employment opportunities and marketability. As a consequence, there is an urgent need for students to improve their public speaking skills.<sup>33</sup>

Whitworth and Cochran state that some level of skills training is essential in reducing anxiety because it reduces the ambiguity of the public speaking situation by providing knowledge and techniques necessary for effective public speaking. Public speaking has a significant effect on improving the oral expression skills of students. It can be a dynamic argumentative activity. It is one of the most promising tools to enhance academic achievement known today. Therefore, underachieving students who were once

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<sup>33</sup> Omer, *International Journal of Linguistics and Communication*, Vol. 2, No. 4, pp. 45-68, 2014.

apprehensive of speaking in public become better academic performs.<sup>34</sup>

From those definitions, the writer concluded that public speaking is activity of delivering speech to a live people to share an opinion, information, motivation, or even interesting people and persuade people to pay attention of something. It is not as same as usual speaking, it contains of many important things. Public speaker must be able to control themselves in delivering their ideas and to makes the audiences understand and interest to their topic.

**b. The goal of Public Speaking.**

Shiama (2006) stated it was contended that the reason for speaking can be either transactional or interactional. Obviously, there are a few contrasts between verbally expresses the language utilized in transactional and interactional talk. In transactional discourse, language is used primarily for communicating information. Language serving in this purpose is ‘message’ oriented rather than ‘listener’ oriented.<sup>35</sup> Clearly, in this sort of connection, precise and rational correspondence of the message is vital, just as an affirmation that the message has been comprehended. Instances of language being utilized principally for the transactional object are news broadcasts, narrations, descriptions, and instructions.

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<sup>34</sup>Omer, Nasser p. 45-68

<sup>35</sup> Shiama, Dissertation: "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students" (Egypt: Ain Sham University, 2006) , p.37

Speaking include some earlier association of substance and utilization of linguistic devices to signal either the association or kind of data that will be given. On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It assumes a vital social job in oiling the wheels of social intercourse. Instances of interactional employments of language are greeting, compliments and small talk. Apparently, the language utilized in the interactional mode is audience oriented. In general, speakers' discussion in this sort will be restricted to very short turns.

However, disregarding the qualifications between the two kinds, in most circumstances, interactional language is joined with transactional language. This facilitates the transactional task to be finished by keeping great social relations with others. In the other words, we can say that speakers complete one thing by doing another thing. So, the two purposes can be seen as two components of spoken collaboration.

Dissecting speaking purposes all the more correctly, Kingen as in Shiana<sup>36</sup> joins both transactional and interpersonal purpose of speaking into a broad rundown of twelve classes as follow:

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<sup>36</sup> Shiana, p. 40.

First is personal, means the goal of speaking to communicate individual emotions, feelings, convictions and ideas. Second is descriptive, it's purpose is to describe a person or a thing, real or imaginary. Third, narrative making and retelling story or sequentially sequenced events. Forth is questioning, it's for asking questions to acquire the information. Sixth is comparative, its purpose is for looking at least two articles, individuals, thoughts, or suppositions to make decisions about them. Seventh is imaginative communication, it's purpose is for communicating mental images of individuals, sports occasions and objects. Eight is predictive, its purpose is for anticipating conceivable future events. Ninth is interpretative, its purpose is for investigating implications, making theoretical findings, and considering inferences. The tenth is persuasive, its purpose is for changing others' conclusions, dispositions, or perspectives, or affecting the conduct of others in some way. The last is explanatory and informative, its purpose is for clarifying, clearing up, supporting thought and opinions. While informative is for informing information for other people.<sup>37</sup>

**c. Steps of implementing public speaking.**

The public speaking activity requires students to research, demonstrate and review language and content. 38 The following is

<sup>37</sup> Shiema, Dissertation, The Effectiveness of Task Based Instruction,... P.38

<sup>38</sup> Gina. Using Public Speaking Tasks in English Language Teaching. English Teaching Forum Journal, Vol. 47 No. 2 p19, 18-35 2009

the description of each those phases, followed by a brief discussion of the assessment of public speaking task.

#### 1. Research Phase.

During the research phase, students are asked to develop an argument and search for information to support what they are talking about. Thus students utilize reading strategies as well as a library and interview skill. Note taking is made more meaningful as it is used for individual research goals. During this phase, students must anticipate and research various perspective to prepare their speech and questions. A graphic organizer is a good way for students to clarify what they know and what they want to find out, and it can help students for their presentations. While preparing for public speaking tasks, students also gain conceptual knowledge rather than simply memorizing facts. Conceptual knowledge refers to an integrated network of knowledge, where students understand how pieces of information relate to one another. Students need to synthesize information from various resources and integrate them into their existing background knowledge. Individual students must take the information gathered through this research and collaboration and then prepare a written speech for presentation. Students can take part in group or class discussion, share ideas and resolve conflicts. Written essays can be developed through a process

approach, allowing for additional collaboration between students and their teacher and/or peers.

## 2. Demonstration Phase

The demonstration phase allows students to share their knowledge and hard work. There is a natural focus on language because students want their arguments to be understood. Immediately following the public speaking task is a good time to open the floor to class discussion. Students may answer questions about their own presentation and also respond meaningfully to others. Public speaking provides students with a forum to express their ideas and demonstrate their knowledge to both peers and instructors.

## 3. Review and Reflect Phase

The final phase of presentation and debate activities is the review and reflect phase. This is an important and sometimes overlooked stages of public speaking tasks. One way students can reflect and focus on their language use is by recording their presentation and using this recording for self-assessment. If Public Speaking task is used repeatedly, each activity could be added to the same type throughout the term. In this way, students would have an opportunity to view their progress and notice gaps in their language development. Students sometimes do not realize just how far they have come.

Providing an audio or video record of students presentations allows the students to recognize the progress they have made.<sup>39</sup>

#### **d. Teacher`s Roles in Public Speaking Learning.**

Teacher has some roles to help learners acquire language and skills that they will not be able to achieve. Teacher has to know and be aware of students need when they are communicating in English. Teacher should understand about students` cognitive, affective, and social needs by observing them personally. The observation can be based on conversation with every single students about their background information, learning goals, and assessment.<sup>40</sup>

According to Hammer, during speaking activities, the teachers need to play a number of different roles.<sup>41</sup> Hammer points out eight roles of teachers in teaching speaking. Those are:

##### 1. Controller.

Teacher as a controller means they have responsible for the class and the activity. Controllers take the roll, tell students things, organize drill, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

##### 2. Organizer.

One of the most important roles that have to be performed by the teacher is organizing students to do various activities. The

<sup>39</sup>Gina Ibarra Shea, 19

<sup>40</sup> Goh , Anne, & Burns, *Teaching Speaking: A Holistic Approach* (Cambridge: Cambridge University Press, 2012), p.4

<sup>41</sup> Harmer, *The Practice of English Language Teaching*, 2002, p.57



activities given can be in the form of telling students how they are going to do the activity, putting students into pair or group, and closing things down when it is time to stop. If the students do not understand what they are supposed to do they may not get full advantage from an activity.<sup>42</sup>

3. Pompter.

Students are sometimes confused, they cannot think of what to say next which make they lose the fluency we expect of them. The teacher as a pompter has the rule to help them by offering discrete suggestions. It can be done supportively (without disrupting the discussion) or ask them to go out of their roles.

4. Resource.

In some activities, it is appropriate for the teacher to take part as a resource. Suppose that the students are involved in preparation for a presentation they make to the class. In such situations having the teacher take part, or try to control them, or even turn up to prompt them might be unwelcome. However, the students may still have need of their teacher as a resource. When the teacher acts as a resource, the teacher will be helpful, but at the same time, the teacher has to resist the urge to spoon-feed the students so that they won't become over-reliant.

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<sup>42</sup> Harmer, p.57

#### 5. Participant.

Teachers should be a good participant when asking students to produce language. Sometimes it can be achieved by setting up an activity clearly and with enthusiasm. The teachers also may participate in discussions or role-play themselves to help the activity along, ensure continuing students' engagement or maintain a creative atmosphere.

#### 6. Feedback provider.

Students need an indication whether or not they are getting their English right from the teacher. This role is needed where the teacher has to act as an assessor, offering feedback, and correction and grading students in various ways. Students need to know how and for what they are being assessed. However, the teacher should be sensitive to the students' possible reactions. Teacher has to design task that can make students try to use all of the target languages they have already known. The teacher can control the class from the feedback. The teacher can evaluate whether the class is going well or not and to find out the problems.

#### 7. Tutor.

When students are working on longer projects, the teacher can act as a tutor, working with individuals or small groups, pointing them in the direction they have not thought of taking.

In such a situation, the teacher is combining the roles of prompter and resource and acting like a tutor.

#### 8. Observer.

Observing is very useful in oral communities activity so that the teacher can give a useful group and individual feedback. Teachers do not only observe students in order to give feedback, they also watch in order to judge the success of the different materials and activities that they take into lessons so that they can make changes in the future.

The role explained above were dependent, as we have seen, on what we wish the students to achieve. Where some activities are difficult to organize without the teacher acting as a controller, others have no chance of success unless we take a less domineering role. What we can say, with certainty, is that we need to be able to switch between the various roles, judging when it is appropriate to use one or other of them.

#### e. **Advantages and Disadvantages of Public Speaking.**

Some expert considers some advantages of public speaking.. According to Rhodes<sup>43</sup>, there are some advantages of public speaking, the writer has highlight three advantages that the writer thinks are noteworthy, those are practice with all four language skills (listening, speaking, reading, and writing), development of

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<sup>43</sup> Rhodes, Fundamentals of Public Speaking, 2017.

critical thinking skills, and improved learning. Each of these is discussed in more detail below.

### 1. Public Speaking Provides Opportunities To Practice All Four Language Skills.

Discussion, presentation, or speech tasks utilize and strengthen listening, speaking, reading, and writing skill. There is naturally a strong focus on speaking; spoken language is vital in delivering a clear, coherent speech. Peer evaluation can promote careful listening, which becomes especially meaningful during debates if participants are required to take notes and respond to their classmates' speeches. Additionally, students will develop strong reading and writing skills during task preparation.

### 2. Public Speaking Supports The Development Of Critical Thinking Skills.<sup>44</sup>

Presentation tasks promote a variety of critical thinking skills in addition to specific language skills and strategies. While preparing for a public speaking assignment, students are asked to develop a position, explore beliefs and theories, analyze arguments, evaluate the credibility or bias of a source, and distinguish between relevant and irrelevant information. Students are encouraged to question deeply, develop and assess solutions to problems, compare and contrast, make inferences, recognize

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<sup>44</sup> Gina Iberri Shea, P.20

conditions, and explore implications and consequences. Then, Once the students have identified a topic of interest, they may carry out an extensive search of materials using a library and online search tools. Then the students skim, scan, or read select articles to gain knowledge of their topic. The existence of newspapers, interviews, and narratives are great sources of evidence for both presentations and debates.

### 3. Public Speaking Promotes Learning.<sup>45</sup>

Presentations are an ideal way for students to display their knowledge. Through their presentations, students are given the opportunity to demonstrate what they have learned. This type of task pushes students to synthesize knowledge from a variety of sources and to take on a teaching role by explaining their topic to the rest of the class.

According to the Association of American Colleges and Universities, there are a core set of skills that are necessary both for a globally engaged democracy and for a dynamic-innovation fueled economy.

#### f. **Problems In Speaking.**

The capacity to talk a second or a foreign language is regularly compared with the capability in the language. Without a doubt, one dissatisfaction normally faced by students is that they

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<sup>45</sup> Gina Iberri Shea, P.23

have spent numerous years concentrating foreign language including English. One of the fundamental problems is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If a lot of consideration is paid to arranging, production suffers, the effect is a loss of fluency. On the other hand, if the speaker attention is directed on production, it is likely that accuracy will suffer.<sup>46</sup> Penny Ur portrays a few challenges in speaking activities that encountered by the students, those are the matter of inhibition, nothing to say, low or uneven participation and mother tongue use.

For the first is inhibition, Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.<sup>47</sup> It caused by some factors such as unlike reading so they are not sure that what they delivered is right or wrong, the friends support is less, and confidence less.

The second is nothing to say. Even if they are not inhibited, some often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond

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<sup>46</sup> Scott, An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching, (Oxford: Mcmillan, 2006),208.

<sup>47</sup> Ur. A Course in Language Teaching, Practice and Theory. (Cambridge: Cambridge University Press, 2009),121.

the guilty feeling that they should be speaking.<sup>48</sup> Sometimes, even though we have read much but we do not really understand of what we are reading, it will make us confuse by ourself.

The third is Low or uneven participation. Only one participant can talk at a time if he or she is to be heard and in a large group this means that each one will have only very little taking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.<sup>49</sup> In small group discussion oftenly appear this problem where the participant do not decide to explain a topic.

The last is Mother-tongue use. In classes where all, or a number of the learner share the same mother tongue, they may tend to use it with several reasons, because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less exposed if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined or motivated ones to keep to the target language. Indonesia has various languages such as java, madura, and indonesia. In each area has its specific language and people around there will always use the certain language everyday.

It makes second language is rarely use, then when using the second language, people intonation will be as same as their first language.

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<sup>48</sup> Penny Ur, 121

<sup>49</sup> Penny Ur, 121

The problems in speaking above could be overcome by the public speaking program, one of the reasons was in the matter of inhibition. The public speaking program allowed students to express their thoughts in English, so there would be no more shyness. On the other hand their vocabularies will increase along with this activity, and the use of mother tongue will be decreased.

### 2.2.5 Online learning

#### a. Definition of online learning.

In this civilization era, technology has developed rapidly and it brings a positive effect for humans exactly in education side. In which, by the existence of internet people easily get more information. Moreover in this pandemic era, online model was applied in all schools or universities.

Online learning is a part of E-learning, as we know that E-learning is a larger concept than online learning which includes of some applications and processes that used electronic media to make the teaching and learning process more flexible. Online learning is a system that provides facilities for learning wherever and whenever as long as you can access the system, without being limited by time or space. According to Williams, online learning is a large collection of computers in a network that are tied together so that many users can share their vast resources.<sup>50</sup> So, students can get any references

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<sup>50</sup>Williams, *The Internet For Teachers*. IDG Books Worldwide Inc, 1999.



in every places at least there is no limitation of time, space, or even connection.

According to Mohammadi, online learning is a process of using technology networking to get information in teaching and learning activities.<sup>51</sup> So, teaching learning process can be done by some networking. Other definition online learning is electronic application using networking without using paper or printed book. By the progress of information and communication technology development, it is emerging as the paradigm of modern education.

Online learning is learning that uses the internet, intranet, and extranet. It means that teachers and students use a computer or other technology that is connected with the internet as media in their learning process. For that explanation Ring and Mathieux suggest that using online learning should have high authenticity, high interactivity, and also high collaboration.<sup>52</sup> Other definition online learning as an innovative way for delivering material to the students by using the web as media in the teaching and learning process.<sup>53</sup>

Based on definitions above, the writer concluded that online learning is teaching learning process using application and networking that exist at technology such as phone, laptop, and computer without utilizing paper or printed book.

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<sup>51</sup>Mohammadi, four steps Alogarithmic clinical Approach. *Iranian Journal of Pediatrics*. 2010

<sup>52</sup>Ring, & Mathieux, *The key components of quality learning*. Paper presented at the *ASTD Techknowledge* conference, Las Vegas, 2002.

<sup>53</sup>Khan, *Web based instruction : what is it and why is it?* Englewood cliffs, NJ: Educational Technology Publication. Pg 5-18 1997

## **b. Characteristic of Online Learning.**

Online learning is different than conventional learning. It can be seen in the process of teaching and learning activities. In Conventional learning teachers and students do learning activities by face to face or direct meeting in a class, while in online learning teachers and students do the learning activities without attending to the class or meet each other. Flinders university explained about characteristics of online learning.<sup>54</sup> Those are:

### **1. Personal Learning.**

Online learning requires student to stand alone. Students have to do everything individually such as, how to study, how to do their assignments, how to interact with their friends and their teachers, etc. Students are given an opportunity to use what kind of application they prefer in running the class. Besides, some factors influence online learning success. Those are internal factors and external factors. Internal factors are intelligence, curiosity, motivation, personality, etc. while external factors are the technology that is used, the environment, the speed of internet access, etc. Not only students who has to be active in oline learning, teacher must participate and handle the class well to avoid student`s laziness which can disturb the teaching learning process.

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<sup>54</sup>Riyana, *Konsep pembelajaran online. Modul Pembelajaran On-Line*, 2020

## 2. Structure And Systematic.

Not only conventional learning, online learning also runs structured and systematically. Before teaching learning activity, teacher must prepare teaching needs such as syllabus, lesson plan, lesson material, media, and learning sources. Teacher also has to prepare any strategies to face online learning to avoid bored atmosphere.

## 3. Activeness.

Conventional learning and online learning need teachers and students activeness. It is necessary for teachers and students to make the class looks like alive. It can help the success of online learning. One of the ways is teachers have to prepare a proper application which can interest the students to join the class.<sup>55</sup> There are some applications exist that can be used for the teachers such as whatsapp group, zoom meeting, google class room, youtube, quipper, google meet, and edmodo. Before deciding which application will be used, teacher have to ask the students which application is easy for student to operate it.

## 4. Connectivity.

It is possible for students and teachers to meet each other, the difference is that the meeting is conducted online.

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<sup>55</sup> Riyana, 2020.

Online learning does not change the habits that occur conventional learning such as friendship or interaction with the teacher. Online learning activities connect students and teachers, one student and another, connecting the teaching team or students with other teaching staff. In addition, learning can be done with various ways such as sending e-mails, viewing blogs, having conversation online, and others.

**c. Tools And Techniques Of Online Learning.**

Millions of people around the world have left their office following government instruction to work from home. Currently, many applications can be accessed free of charge to support the good learning process which is intended for learning such as Zoom, Google Meet, and so on. According to Dara Sawitri (2020) stated that Google Meet is one of Google's features that can be used to do online learning during social distancing to prevent the spread of the corona virus.<sup>56</sup> After more and more people started to take advantages of video conferencing applications for learning from home, many technology companies update the features of their teleconferencing applications including Google. Google issued a Google Meet that allows users to do video calls with 25 other users per meeting. In other words, Google Meet can become an alternative media for teaching and learning process. So from the definition

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<sup>56</sup> Dara, Penggunaan Google Meet Untuk Work From Home Di Era Pandemi, Vol.2, No. 1.

above, it can be stated that google meet is one of alternative media to be used in teaching learning process since it allows more than twenty people per meeting to learn speaking.

Furthermore, there are various reasons to use google meet application. Here are some advantages of google meet.<sup>57</sup>

1. Easy to use. To use google meet, users only need to have a google account to sign up for the application and it does not require any other steps.
2. Many interesting display options. With video display conference that can be arranged according to the users wishes. Then we can adjust the arrangement location and choose the position that fits the users.
3. Can invite up to a hundred participants. For the free version is limited into 25 participants, if the users subscribe to google suite then it can increase up to 100 participants and everything can be easier for sure.

However there are weaknesses of google meet<sup>58</sup>, those are;

1. Requires a stable network. A stable network can operate google meet as it should be and work fine. Without a stable network, it will not be able to enjoy the best services.
2. Not all facilities are free. The users have to buy packages from google suite before using more complete features. With limited

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<sup>57</sup> Dara, Vol 2, 2020.

<sup>58</sup> Dara, Vol 2, 2020.

features, the users become unable to freely use google meet as well.

3. Absence of data saving features. Google meet do not have a data saver features during a call. So the users have to prepare a lot of data while using google meet for not having any complains.<sup>59</sup>

#### **d. Advantages And Disadvantages Of Online Learning.**

Some advantages and disadvantages are considered in online learning. Below is the detail explanation;<sup>60</sup>

##### 1. Advantages.

Some of the advantages that the adoption of online learning in education, obtained from review of literature includes the following:

- a) Flexible of time and place. In teaching learning process, time and place are taken into consideration. In online learning, students have the luxury of choosing time and that suits them. They can get education wherever and whenever they are.
- b) The huge amount of information enhance student`s knowledge because students are easily search on google to answer their questions.

<sup>59</sup> Dara, *Penggunaan Google Meet untuk Work From home Di Era Pandemi Coronavirus Desease 2019 (COVID-19)*, Jurnal vol.2, 2020.

<sup>60</sup> Valentina, *The role of e-learning, the advantages and disadvantages of its adoption in Higher Education*. International journal, vol.2. 2014.

- c) It is able to give opportunities between students by the use of small group discussion forum. It can decrease students fear of talking to others that hinder participations.
- d) Online learning costs effective in the sense of the students no need to go to school, and cost effective for the school not to have many buildings.
- e) Students differences of learning are always considered in online learning, for example one student concentrate on certain material while the others prepared the entire material.

## 2. Disadvantages.<sup>61</sup>

However, besides those advantages the writer also considers some advantages of online learning, those are;<sup>62</sup>

- a) For the students who actually do not like interacting with the friends eventhough in conventional learning, online learning can make them more introvet than before.
- b) Students maybe respectless to the teachers, in which online learning can easily ignore the teacher. For example, when the teacher explain the material, the students maybe play on the social media.
- c) If communication skill improvement is required, online learning maybe have negative effect. Students who are

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<sup>61</sup> Dara, Vol 2, 2020.

<sup>62</sup> Valentina, vol.2. 2014.

excellent in academic knowledge, they may not possess the needed skill to deliver their knowledge to others.

- d) Since the assessment in online learning possibly use proxy, it will be difficult to control student's bad activities like cheating, or even copy paste
- e) Also not all fields or discipline can employ the e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studied through e-learning. Researches have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.

E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money disadvantages or even the lack of signal in a certain area.



## CHAPTER III

### RESEARACH METHODOLOGY

This chapter discusses the research methodology. It consists of the research method, research location, research participants, data collection techniques, data analysis techniques, validity of data, and research stage.

#### 3.1 Research Method.

This research belongs to qualitative research. Qualitative research is analyzing data which is done repeatedly till the result of the research can be arranged in certain topic. Qualitative research tent to collect data in the field at the site where participants experience the issue or problem under study.<sup>63</sup>

This type of research is descriptive design. The fundamental characteristic of descriptive qualitative research is that they involve naturalistic data. They attempt to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables.<sup>64</sup> The researcher chose this type because it intended to get detailed and in-depth understanding of problem and elaborative nature. The up-close information gathered by actually talking directly to people and seeing them behave and act within the context. In the natural setting, the researcher had online learning interaction.

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<sup>63</sup> Creswell, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches 3rd Edition*, (California: SAGE Publication Inc) p. 175 2009

<sup>64</sup>Nassaji, *Qualitative and descriptive research: Data type versus data analysis, Language Teaching Research* Vol. 19(2) 129 –132, P.12 2017

### **3.2 Research Location.**

The researcher conducted the research in MAN 1 Situbondo which is located in Demung-Besuki. This research was designed for eleventh grade students of science 1 in which there are 19 students. The students' in these class were actively participated in the public speaking learning and tend to be brave and confidence to speak English. The researcher chose this school for several reasons. First, the headmaster and the teacher of public speaking has allowed to conduct this research. Second, this school conducted teaching and learning process through online learning since pandemic Covid-19 appeared. The last, this school was unique in which female and male are separated. So in science 1 and 2 only consist of female students while male students were in science 3. It was because of this school was based on college roles. As well known, other state schools combine male and female students.

### **3.3 Research Participant.**

The participants of this research were the eleventh grade students of science class. There were three classes, XI Science 1, XI science 2 and XI Science 3. Hence the researcher chose XI Science 1 since the teacher suggested to choose this class because this class was better than other classes in speaking English, the researcher chose seven students who were able to join the online learning to be interviewed at XI Science 1 class. Simple random sampling is intended to produce a representative sample. The process draws subjects from an identified population in such a manner that every unit in that population has precisely the same chance probability of being included

in the sample.<sup>65</sup> The researcher also conducted the interview with the teacher who handled public speaking.

### 3.4 Data Collection Techniques.

However the researcher used some instruments to answer the research problems, those are observation, interview, and documentation. As stated by Creswell, qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source. Then the researchers reviewed all of the data, made sense of it, and organized it into categories or themes that cut across all of the data sources.<sup>66</sup>

#### a. Observation.

Qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In this field notes, the researcher records, in the unstructured or semistructured way.<sup>67</sup> In this research, the researcher used participant observation in which the researcher participated in the teaching and learning process through google meeting as the media of online learning while becoming observer. The observation was conducted to get the data about the implementation of public speaking through online learning, teacher action, and students participation in learning activities through google meeting.

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<sup>65</sup> Bruce L. Burg, *Qualitative Research Method for The Social Sciences* 4th Edition, (Boston: Pearson Education Company) p.31 2001

<sup>66</sup> John, W. Creswell, 175

<sup>67</sup> John, W. Creswell, 175

b. Interview.

An interview is a process of getting to face between researcher and respondent using the interview guide. An interview is a form of social interaction. It involves a face to face encounter between two and sometimes more persons, each of whom is sizing up the other and constructing the meanings of the other's words, expressions, and gestures.<sup>68</sup> Interview is needed to investigate the implementation of a public speaking program, the materials given, and students` perception toward public speaking through online learning. In this research, the researcher used structured interview in which the researcher already prepared some questions and all students got the same questions.<sup>69</sup> The purpose of the questions were to know students perception toward public speaking through online learning. Before interviewing teachers and students, the researcher first interviewed the staff TU about English teacher and permission to do a research.

The indicators that the researcher asked were about what did they think about public speaking through online learning, could it help them to improve their confidence and fluence in speaking, did they implement what they got in public speaking, and how public speaking support their speaking even it was done through online learning. the researcher also asked the teacher about how did she implement public speaking through

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<sup>68</sup> Taylor et al, *Introduction to Qualitative Research Methods, A Guidebook and Resource*, 4th Edition, (New Jersey: John Wiley & Sons, Inc, P. 114, 2016

<sup>69</sup> Sugiyono, *Metodologi penelitian kuantitatif, kualitatif, dan R&D*, (Bandung, Alfabeta), 114, 2008.

online learning, what materials that she gave, and what did she think about students improvement in public speaking through google meeting. The process of interview was done via Google meeting in order all participants could join together. While, the questions for interview were presented in the Appendix.

c. Documentation.

During the research, the researcher may collect qualitative documents. These may be public documents (e.g., newspapers, official reports) or private documents.<sup>70</sup> The document in this research was private documents since it is not published. The researcher chose documentation as the instrument in order to collect the data dealing with public speaking implementation through google meeting by screenshot, guidelines for public speaking, and the overview of XI Science 1 class at MAN 1 Situbondo.

### 3.5 Data Analysis Techniques.

Data analysis technique was divided into three parts. They were Data condensation, Data Presentation, and Drawing and verifying conclusion.

a. Data condensation.

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents,

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<sup>70</sup>Creswell, *Research Design, Qualitative, Quantitative, and Mixed Method Approaches* 3rd Edition, p. 175. 2009

and other empirical materials.<sup>71</sup>The purpose of data condensation is to simplify the data obtained during data collection in the field.

In this research, the researcher would select the data about teachers' and students' experience in having public speaking learning through online classes by using Google Meeting apps, which has been collected by interview, documentation, observation, and then transcribed the data. The irrelevant data that were not appropriate to the research questions will be discharged. Then, after collecting and reducing the data, the researcher presented those data in the form of descriptive.

b. Data Presentation.

In qualitative research, data presentation can be done in the form of brief description, charts, relationship between categories, flowcharts, or so on. By displaying data, it will be easier to understand what happened and plan the next work based on what has been understood.<sup>72</sup>

In this research, the researcher presented research data regarding how is the implementation of public speaking through online learning and students' perception toward public speaking through online learning in the form of short description to make the further research easier to understand it.

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<sup>71</sup>Miles and Huberman, *An Expanded Source Book Qualitative Data Analysis*, 3<sup>rd</sup> edition (Thousand Oaks, California: Sage Publication, 8, 2014

<sup>72</sup> Sugiyono, 249.

c. Drawing and verifying conclusion.

The conclusion drawing is started after the data were collected by making a temporary conclusion.<sup>73</sup> On the other hand, it can be said that the inference is analyzed continuously and verified validity in order to get the perfect research conclusion. In this step, the researcher made a conclusion about this case after analyzing all of the data and comparing the result or contrast the data with relevant theory.

### 3.6 Validity of Data.

In this research, the researcher used triangulation to test the validity of the data. triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research.<sup>74</sup> There are some types of triangulation, some of them are; technique triangulation, source triangulation, theoretical triangulation, and investigator triangulation.

While in this research, the researcher used two types of triangulation, these are:

a. Source triangulation

Triangulation of source to test the credibility of data is done by checking the data that has been obtained through several sources with the same technique.<sup>75</sup> In this study, the source triangulation are students of eleventh grade of IPA 1 and public speaking teacher of MAN 1 Situbondo.

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<sup>73</sup> Sugiyono, 252

<sup>74</sup> Louis cohen, et al, *Research Methods In Education* (New York: Routledge),141, 2007

<sup>75</sup> Sugiyono, 241

b. Technique triangulation

Triangulation with technique is used to test the credibility of data by checking the data to the same source with different techniques.<sup>76</sup> Therefore the technique triangulation in this research conducting by observation, interview, and document review.

Both of the triangulation is used to answer the research questions about the implementation of public speaking learning through online model and teachers' planning in conducting public speaking class through online learning.

### 3.7 Research Stages.

In this research there are several steps that the researchers will do, those are:

a. Pre-Field stages

The pre-field stage is the stage that is carried out before the research is carried out. The activities in pre-field research are :

1. Exploration study is a visit to the research location before implementation with the aim of knowing the research location conditions to be studied.
2. Licensing, means this research requires the following permissions and procedures, namely a request for a cover letter from State Islamic University of KH. Achmad Siddiq Jember as a permit application submitted to school.

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<sup>76</sup> Sugiyono, 242



3. Preparation of research instruments, it includes compiling a list of questions for interviews, making observation sheets, and recording required documents.

b. Implementation stage.

In implementation stage, activities that will be carried out are;

1. Data collection was carried out with predetermined schedule using observation, interview, and documentation technique.
2. Data processing from the result of data collection in research is intended to facilitate data analysis.
3. Data analysis can be carried out using qualitative analysis techniques, called as presenting a description of what has been obtained during data collection. The result of data analysis are described in research findings.

c. Reporting stage.

In this stage means the preparation of research result in the form of thesis in accordance with the applicable guidelines in State Islamic University of KH. Achmad Siddiq Jember.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### 4.1 Findings.

This part will be focused on answering research questions. There are 3 research question, those are (1) how is the implementation of Public Speaking Learning through online learning? (2) and how is student`s perception toward Public Speaking Learning through online learning.

##### 4.1.1 The Implementation of Public Speaking Learning.

Before conducting Public Speaking learning, the teacher gave the guidelines to the students a week before. During a week, the students could prepare or did research from google, newspapers, etc related to the theme given by the teacher. The guidelines contain of theme and names of students who would present. It can be seen in result of documentation. The main activity was speech while the others could be various. Here are the activities done by the teacher in public speaking learning. This following table shows the result of research which were done for two meetings.

**Table 4.1**

Topic : The existance of Coronavirus disease (Covid-19) Teacher : Miss Ida Speakers : 1. Anindya Maulida Class : XI IPA 1	
Steps	<ul style="list-style-type: none"><li>- Greeting from the teacher.</li><li>- Asking students' condition</li><li>- giving a question with complex answer</li><li>- make conversation with students before going to the main activity.</li></ul>
Main activity	<ul style="list-style-type: none"><li>- The speakers take turn to deliver her/his speech while the rest of students pay attention to the speaker.</li><li>- After delivering the speech, the speakers are asked to give some new vocabularies from their speeches and pronounce</li></ul>

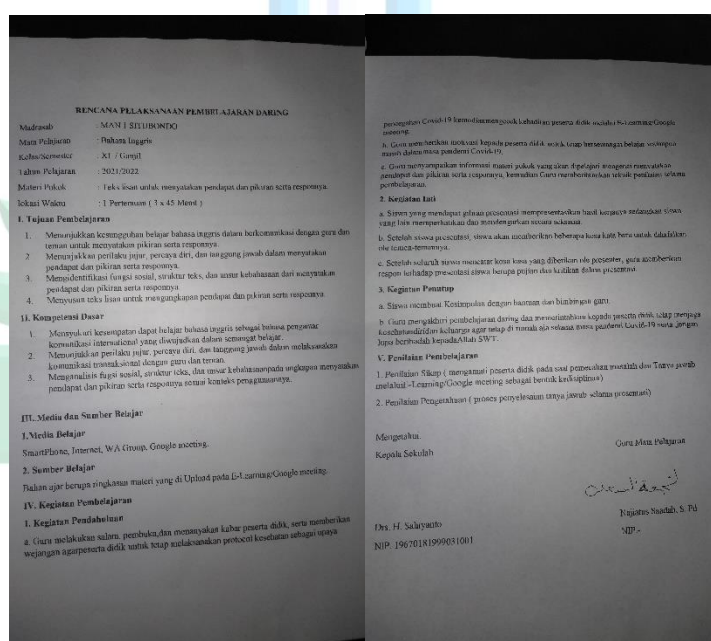
	<p>those together.</p> <ul style="list-style-type: none"> <li>- The teacher helps the students to pronounce it well.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>- The teacher gives correction for the wrong pronunciation and ungrammatical sentences.</li> <li>- Teacher gives feedback by saying “good, give applause”</li> <li>- Teacher give opportunity to the students to ask everything related to the speech.</li> </ul>

**Table 4.2**

<p>Topic : Online Learning  Teacher : Miss Ida  Speakers : 1. Nurul Qomariah  Class : XI IPA 1</p>	
Steps	<ul style="list-style-type: none"> <li>- Greeting from the teacher.</li> <li>- Asking students' condition</li> <li>- giving a question with complex answer</li> <li>- make conversation with students before going to the main activity.</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>- The speakers take turn to deliver her/his speech while the rest of students pay attention to the speaker.</li> <li>- After delivering the speech, the speakers are asked to give some new vocabularies from their speeches and pronounce those together.</li> <li>- The teacher helps the students to pronounce it well.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>- The teacher gives correction for the wrong pronunciation and ungrammatical sentences.</li> <li>- Teacher gives feedback by saying “good, give applause”</li> <li>- Teacher give opportunity to the students to ask everything related to the speech.</li> </ul>

Lesson plan above was made by the teacher to be done during online learning. When the researcher did her observation through google meeting learning, the topic was about the existence of Covid-19. The speaker was confident enough to present the speech. The teacher intent to give that topic because she believed that the students were able to elaborate it. It was stated by the teacher.

The material provided speaking practice which is intended to expand the material in English subject. According to the teacher “The material given in the public speaking program is based on the guidelines, and the material is in accordance with their formal material. For example, their formal material in class is descriptive so the teacher will ask them to make a descriptive text in public speaking but it will be presented orally”.<sup>77</sup>



The picture above was given by the teacher when the researcher did an interview to the teacher whose name is Naji'atus Sa'adah. It was done on 14<sup>th</sup> of July 2021 at 08:00 am. The result of interview itself was about Public speaking material was adjusted with English curriculum and basic competency of English subject. It means, the teacher would ask the students to make text based on the material and present it.

<sup>77</sup> Ida, diwawancarai oleh Sittiyatun, Demung, 14 Juli 2021.

The students were expected to understand the practice, then students were able to make and present the result. The materials are suitable with curriculum to support school curriculum mainly in English. Besides, the program is to make the curriculum run well. The teacher also added “ some students tend to be lazy in learning English. For example, students learn about narrative text, in curriculum they will only get material about generic structure, language feature and didn't get any chance to speak. While in public speaking students can explore their speaking ability like in the form of speech presentation and conversation, and I think students are more comfortable rather than learning in the class with monotonous activity.” it means, by presenting orally students would be more excited to study.

Based on the statement above, it shows that public speaking give more chance for students to enlarge their ability in English. Besides students also had a chance to improve their speaking skill since the syllabus in the English subject didn't give more chance for students in speaking. For example, the material is about a narrative text, the indicator was student will be able to create or write the text rather than to tell a story.

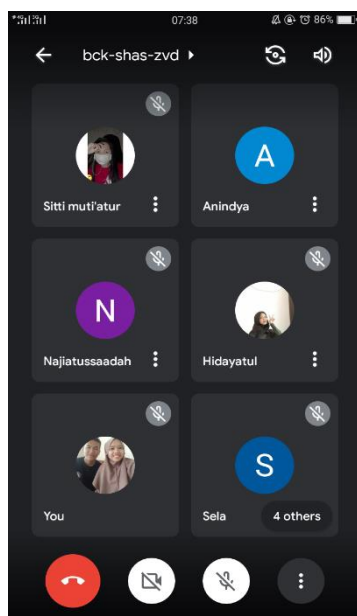
The topic in public speaking always suitable with the newest condition of environment or issues around the world. For the example is the existence of corona virus which trouble the world has already been familiar in students life. So they will be easily catch and plan what should

they discuss and present orally. It was stated by the teacher “I give a familiar topic in order students are easy to look for or search what they should present. As well known, we all know about corona virus, don`t we? And I think they will know more how dangerous this virus is. So they will get double knowledge.” The result of interview above can be stated that public speaking is not only for improving student`s speaking skill but also to expand their knowledge of a certain topic like corona virus issue so that they will be more aware of their surrounding and take care on their body health.

Below were the materials given by the teacher, those are:

1) Speech Delivery.

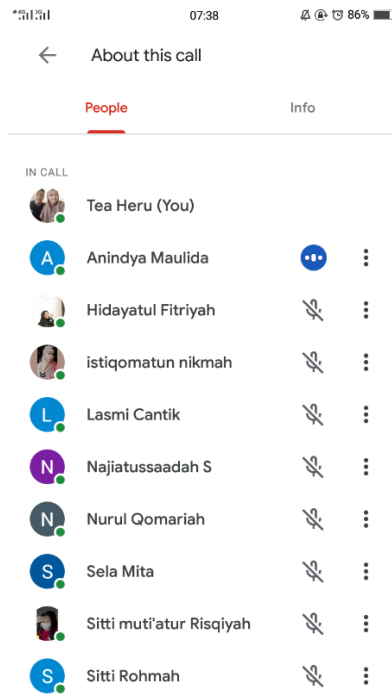
In the first meeting with the researcher, students were invited by the teacher to join the class through google meeting at thirthy past seven. There were only 8 students from 19 students who join the meeting, eleven of them could not operate mobile phone since they were colleger and in college santri is not allowed to operate mobile phone or any other gadgets. Then, the teacher gave an example of delivering speech with a certain topic which can be understandable and commonly heard by the students. It makes them easier to guess the difficult vocabularies.



This class member were girls as we know Madrasah Aliyah will not combine boys and girls. After the students already been complete in the google meeting, the teacher opened the class by reciting Basmalah together, and asked the students condition while giving an overview of the subject. The teacher also explain the purpose, objective, and targets of Public Speaking subject.<sup>78</sup>

For subsequent meetings on 19<sup>th</sup> of July 2021 the chosen student was asked to make presentation (speech delivery) based on a certain topic determined by the teacher. Each students has opportunity to make a presentation at least once in a semester.

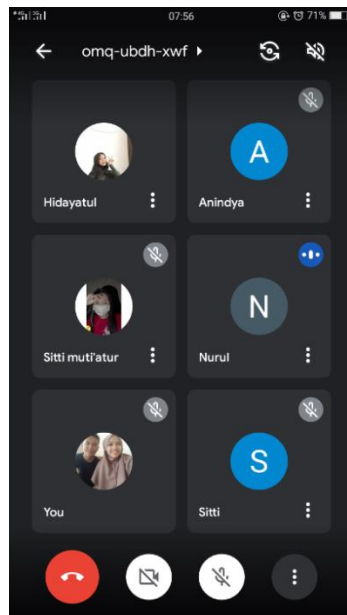
<sup>78</sup> Observasi di MAN 1 Situbondo, 19 Juli 2021



Based on the researcher's observation, the chosen student delivered a speech. The teacher and the rest of students paid attention and prepare one or more questions related to the speech delivered by the speaker. After the speaker present, the teacher invited students to give their questions to the speaker. It showed that the activity was accordance to the guideliness. The teacher give chance for both the speaker and the rest of students to speak up. The speaker delivered a speech and the rest of students asked question related to the speaker topic.

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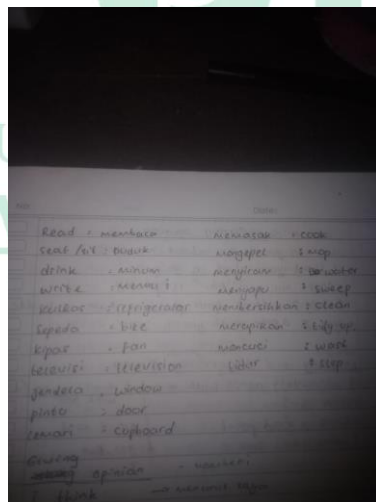




The next meeting was on 26<sup>th</sup> of July 2021, the activity was as same as the first meeting. The next chosen student delivered her speech, and the rest of students listen and prepare a question.

## 2) Vocabulary Building.

According to the teacher statement that after speech presentation, the speaker have to give some vocabularies to the rest of student to build their vocabulary mastery.



The picture above is the result of documentation from the student who presented the first speech and gave new vocabulary for the friends. A teacher who was interviewed by the researcher stated that mostly problems probably faced by students is lack of vocabularies. In fact, speaking is a skill which really need a lot of vocabularies to speak. So, they are difficult to delivered their speech since their vocabulary mastery is under average. This statement can be seen in transcript of interview.

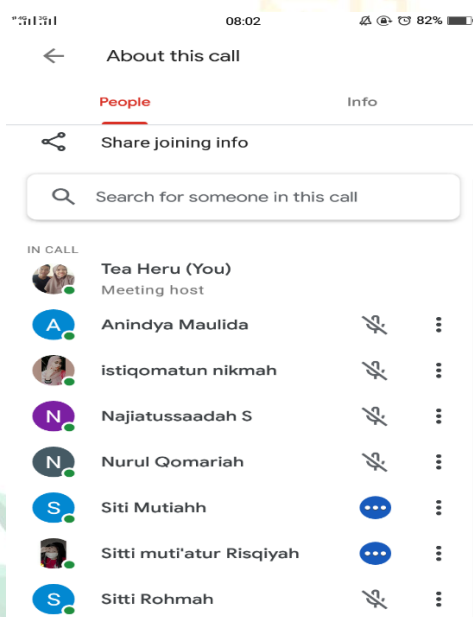
The teacher gave example of some vocabularies which exist in the school and home wether verb, noun, or adjective for the students and they record it. For the next meeting was the turn for students to present their speech and also give some vocabularies, the vocabularies may be related to the speech or vocabulary which exist in school and home as vocabulary building.

Actually, vocabulary building is given by the teacher but in this school mostly speaker was the one who gave the vocabularies. Based on the result of observation, after the speaker present their speech then they will be asked to give new vocabularies.

### 3) Conversation.

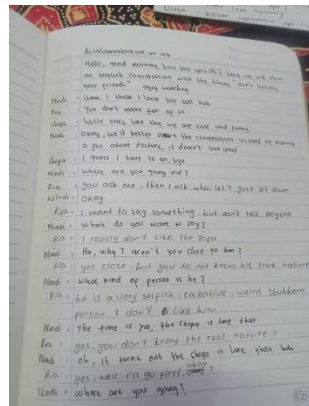
This activity was intended to make students study in pair. In which, the students have to make a conversation at least two people in a group to do conversation. In the second meeting after the activity of speech and giving vocabulary were done, the teacher

gave an example about how to make a conversation. Starting from the technique of opening, developing, modifying, and closing a conversation with a certain topic.



In the next meeting on 2<sup>nd</sup> of August 2021, the students tried to make a conversation in pairs and practice it in front of the friends. After the students presented their conversation, the teacher always asked what is their difficulty in making it and facilitate an answer to the one who asked a questions through whatsapp group.

Based on the observation, the students were actively speak up about their feeling during the conversation and the others respond it as well.



The last meeting with the researcher on 9<sup>th</sup> of August, the teacher could not give any classes because she had other agenda in her house. So she only asked the next students who get chance to present a conversation to send their conversation text to the teacher and she also send it to the researcher and asked for pardon because the last meeting could not run.

#### 4) Evaluation.

The evaluation was given by teacher after the speaker delivered the speech and students who presented their conversation. The teacher provided feedback, input, suggestion on the strengths and the weaknesses of the presentations result. The last but not least, the teacher provided a little conclusion for the meeting. Based on the researcher`s observation, the feedback given by teacher is about repeating the errors or mistakes made, then the teacher gave correction for the incorrect pronunciation. The teacher was also making statement for example “That is not quite right” and so on then gave correction on the mistakes made by students.

The teacher also asks the other students, "is it right?", and let the other students answer it. Next is giving a facial expression or gesture indicating there is something wrong with the performance. the last, reformulating the sentence. The teacher gave correction for the incorrect sentence made by students.

Teacher gave various feedback can be in the form of reinforcement, correction, and suggestion. However, there was non-formal assessment from the teacher since this activity was running through online class. The teacher only gave feedback, suggestion, and correction at that time without giving a score to the speaker or the rest of students. For the one who stayed in collage got different assignment from the teacher.

#### 4.1.2 Students` Perception of Public Speaking Learning

In this aspect, the researcher did interview to eight students who joined the class through Google Meeting on 10<sup>th</sup> of August 2021. The interview consist of five questions. Here is the result of interview.



1) Question number 1.<sup>79</sup>

The first question was aimed to know student`s opinion about Public Speaking subject. *“What do you think about learning Public Speaking through online learning?”* The seven students stated that Public Speaking through online learning is fun. Even they get this subject through online, they still get the advantages of it.

2) Question number 2.

The second question was aimed to know student`s opinion about public speaking subject can improve their confidence in speaking English. *“Do you think Public Speaking through online learning helps you to improve your confidence during speaking practice? Why?”* All students stated that learning public speaking through online learning help them to improve their confidence by presenting in front of their friends, even it was done through online learning.

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<sup>79</sup> See appendix

3) Question number 3.

The third question was aimed to know student`s opinion about public speaking subject can improve their fluency in speaking English. *“Do you think learning public speaking through online learning helps you in improving your fluency during your speaking practice? Why?”*

Again, the seven students agree that public speaking can improve their fluency in speaking English by always practicing through conversation activity even it was done through online learning.

4) Question number 4.

The following question was aimed to know the students` perception about the most of knowledge that you gained from public speaking subject: *“Do you think most of knowledge that you gained from public speaking through online learning applied during your speaking practice?”* All the students answered that they gained much knowledge from public speaking subject applied during their speaking practice.

5) Question number 5.

The last question was aimed to know that public speaking can support student`s speaking skill. *“How can learning public speaking through online learning support your speaking skill?”* The seven students think that public speaking really support their speaking skill by the development of their vocabulary mastery.

#### 4.1.3 Students participation in public speaking learning.

The success of a learning is not only based on how much the teacher take apart in class activities yet it is also on students` participation. The research result showed that most of students actively participated in every activities given by the teacher.

Based on the reseacher observation, students were developing their awareness as second language speakers. It was proven by all students actively spoke English even sometimes they combine with Indonesian when they didn`t know the vocabulary. As well, they actively gave feedback for the speaker through question and answer session. The students worked collaboratively one another. It was proven by their work in conversation activity. It was also supported by the easy topic given by teacher which is suitable with environment condition. From the research finding above, the reseracher concluded that the students` participation was good enough. It was seen from students contribution and participation in every activities they were doing.

#### 4.1.4 Role of Teacher in Public Speaking.

Based on the researcher observation, the teacher acted some different role in each activity. The following is the detail explanation.

##### 1) Source

Teacher was the one who gave topics for the students. Also, students could ask everything that they did not understand privately since the learning process was done through online



learning. According to the research interview, the teacher stated that students had 7 days to prepare their speech. Students also had chance to ask what grammar they had to use, sentence arrangement, and etc. Teacher also had right to give some vocabularies.

## 2) Organizer

Teacher was the one who conduct and lead the activities. It means teacher positioned herself as an organizer. It is proven by teacher statement on research interview that she should divide students in a pair for conversation, pointed students as the speakers, and have obligation on the implementation of each activity.

## 3) Observer and prompter

The teacher make sure the rest of students paid attention to the speaker in speech delivery and also in conversation activity. Since the activity was done through google meeting students must show themselves to make sure that they did not do anything else except joining the class. At the same times, sometimes students were confused because they did not know what to say in their speech or conversation. So here is teacher role as prompter who gave answers of every question. Observing the class was intended to give feedback after the activities.

#### 4) Feedback Provider.

Evaluation was given after the activities. In public speaking, teacher mostly gave feedback by orally correction. According to teacher statement on research interview that teacher would give feedback after students presented. It could be about grammatical error, the content of the speech and the relation with their life, and so on. After all were done, as the conclusion teacher repeated students mistakes to remind them for the meeting.

### **4.2 Discussion.**

In this part, the researcher discussed the research finding covering the implementation of public speaking through online learning and student's perception toward public speaking through online learning. The details of the discussion are explained as follows:

#### **4.2.1 The Implementation of Public Speaking Learning Through Online Learning.**

In this research, the researcher provided some questions for observation to know the real condition of public speaking learning and interview to compare the result in the field with the result of interview. So, the main instrument was interview, observation result was intended to prove the result of interview.

Based on the research finding, the material in public speaking learning was based on English curriculum and basic competency of english subject. Public speaking learning was

intended to expand the topics they were discussing. The teacher provides speaking practice rather than only create or write something without presenting. It is related to Anne in her research, the material included some activities and resources to facilitate second language development.<sup>80</sup> Moreover, the material in public speaking suits the condition surrounding. So that, the students would not be difficult to search for their speech presentation and be aware of today's condition. However, the topic was chosen based on English subject syllabus. There were three activities done in XI science 1 class of MAN 1 Situbondo those are speech, vocabulary building, and conversation.

First, in speech activity the students passed several phases namely research phase, demonstration phase, and review and reflect phase. Related to Gina's Journal,<sup>81</sup> the first phase was research phase where the students are required to make a speech. In this research, student could search their topic on internet, newspapers, or other sources to develop their arguments and information to support their argument itself. This phase also involved students to build their conceptual knowledge. It refers to an integrated network of knowledge where students understand how pieces of information relate to one another. Each student must take the information gathered through this research then prepare a

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<sup>80</sup> Page 31.

<sup>81</sup> Page 23.

written speech. The second phase was demonstration phase. Here, the students were allowed to share their thought and speech they had made. The other students might answer questions about their friend speech. Public speaking provided a forum for students to express their ideas and demonstrate their knowledge. The last phase is review and reflect phase. In this phase, the teacher gave review or assessment after the speaker performed the speech and give feedback for their performance. So that, the students knew their mistakes and practice better for their language development.

From those phases, public speaking gave some advatages for students. According to Gina in her journal, public speaking advantages are first public speaking provides the opportunity to practice all language skill, second is support the development of critical thinking skill and the last is public speaking promotes learning. The researcher found those advantages during her research, those are;

First, spoken language is important in delivering a clear and coherent speech. Yet, the students also develop their reading during preparing their speech on internet or other sources. Teacher conducted conversation activity in which students could do peer evaluation to promote careful listening. It proves that public speaking provides opportunity to practice the four language skill.

Second, public speaking learning also support the development of critical thinking skill students of science 1 class at MAN 1 Situbondo. From the result of interview, students looked for information on internet because they could not come to the library during COVID-19 existence. After students got their topic they would read some source to gain some informations related to their topic. As students brought several sources of information together, they must synthesize their findings into cohesive arguments with logical support. Furthermore, this information would need to be integrated into the students' existing knowledge base so they could make sense out of what they find in order to develop clear speech presentation.

Third, public speaking promotes learning. Based on the researchers` observation, speech activity was an excellent way for students to show off their speaking skill. Through speech activity students demonstrate what they learned and explain to the rest of students. Thus, the researcher can state that students of science1 class at MAN 1 Situbondo got advantages proposed by Gina in her journal.

The following material is vocabulary building. It is clear enough that vocabulary building is intended to enrich students vocabulary. Related to Penny Ur<sup>82</sup> stated that one of students

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<sup>82</sup> Page 32.

problem in public speaking is nothing to say. It could happen when students are having less vocabulary. However, having a lot of vocabularies can not guarantee the success of speaking. Because language is not only remembering or memorizing vocabularies, yet practice makes perfect. Students have to practice in their daily life. Therefor English teacher of science 1 class at MAN 1 Situbondo conduct conversation activity.

The last is conversation activity. This activity is suitable with the principles of speaking techniques that was proposed by Brown.<sup>83</sup> It gives students opportunities to start practicing oral communication. One of oral communication part is the ability to initiate conversations, nominate topics, ask questions, control conversations, and change the subject. Students have to know their performance development. So for that, the teacher gave evaluation or feedback for each student performance.

The evaluation was given after students performed their speech and when students presented their conversation. The feedback can be the correction of fluency, accuracy, or both of those. When the performance emphasizes accuracy, it is part of the teacher's function to point out and correct the mistakes the students are making.

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<sup>83</sup> Page 19.

Based on researcher observation, the teacher used several ways of giving feedback. First, repeating students' mistakes and fixed it. Second, giving statement to correct students' error without judging the students for example "you're almost right, but...". and the last is giving facial expression or gesture to indicate there was something wrong with students' performance then reformulating the sentences. This correction was done by teacher when students were presenting their conversation.

In speech activity, the teacher gave correction after students' performance. So the teacher wrote the corrections then delivered those to the speaker. The teacher gave correction about speakers' pronunciation and wrong sentences. The teacher also appreciate the speaker then gave weakness and strenght of their performance.

In implementing the activies, teacher positioned herself in different role. Related to Harmer research teacher can act some different roles such as controller, organizer, prompter, resource, participant, feedback provider, tutor, and observer as what harmer proposed in his book.

Based on the observation at MAN 1 Situbondo especially science 1 class, first the teacher acted as resource. Students were given time for a week to prepare their speech. They could ask for topic, ask what tenses they had to use, and so on. Second, teacher

acted as organizer. It is clear that the teacher organized students to do various activities. The activities was done in the form of telling students how they do the activies, putting them in pair or group, and even closing it when the time was over. The next is acting as participant, observer, and propmter. In speech and conversation activity, the teacher acted as participant in which she took apart in discussion and help the activity along. Besides, sometimes students got confused and did not know what to say, the teacher would help to translate what the students` would say. In this case, the teacher acted as a propmter. In the end, the teacher acted as feedback provider. After the speaker delivered a speech and the rest of students completed their conversation, the teacher gave feedback for their performance. It was intended to know how far the students development in English, the class was going well or not, and to find problems.

The role of teacher above was in order to help students to acquire language and skills that they were not able to achieve. The teacher need to be aware of students` needs and demands they face in communicating through spoken language, pay attention well to students` cognitive, affective, and their social need. Teacher can understand more about language learners' cognitive, affective, and social needs from theoretical ideas, as well as personal observations.



Second language development is not only based on teacher roles and material given, it is also on students themselves. Related to Penny Ur who stated that classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, and contribution is fairly evenly distributed. They must encourage themselves to improve the second language learning exactly speaking skill. Developing awareness, nature better understanding, solving problems they face, or others that they think it hinders them in developing their second language development. Second language development can be greatly facilitate through working collaboratively with their peers. It is suitable with Penny theory that through dialogues, students can construct knowledge about what is needed to be proficient speakers, and to apply their knowledge and skills in real-time communication. However, learners should not be left alone to struggle through the learning process. Their effort must be supported by teachers who can provide the necessary scaffolding, input, and guidance.

Students XI science 1 class at MAN 1 Situbondo were really aware of developing their awareness in second language learning. It is proven by mostly students were actively speaking, asking, and answering using English even sometimes they mixed it with Indonesian when they did not know the vocabulary. In conversation activity, they worked collaboratively with their peers.

It is proven by the successful of their presentation. Moreover, the topic was easy and familiar in students mind.

From the explanation above, the researcher conclude that the students' participation in public speaking program was good enough. It's proven by their contribution and participation in every task given by the teacher. They were talkative as what Penny Ur stated in his theory.

#### **4.2.2 Students`s Perception Toward Public Speaking Learning Through Online Learning.**

As has been presented in findings, interview result showed that all participants gave positive perception toward public speaking learning through online learning. Below are the detail answers to answer the last research question.

Question number 1, related to Dara<sup>84</sup> in her journal stated that online learning adjust the arrangement location and choose the position that fits the users. In this research all students stated that public speaking is fun subject to practice their speaking skill even it was done through online learning. It means, public speaking through online learning is a good way to support and develop their speaking in pandemic era. Question number 2, Dara also stated that Google meeting can invite up to a hundred participants, so in this research all students also agree that learning public speaking

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<sup>84</sup> Page 39.

through online learning can improve their confidence where they practice in front of their friends. It can be concluded that public speaking learning can help them in improving their confidence to talk in public. Question number 3, related to Valentina's journal stated that one of online learning advantages is that there are huge amount of information enhance student's knowledge because students are easily search on google to answer their questions, in this research through google meeting all students stated that learning public speaking through online learning can help them to improve their fluency in speaking English because when every student speak, the rest listen and know how to pronounce some words that they did not know yet. Means, they agree that learning public speaking through online learning can help them to be more fluent in practicing their speaking. Question number 4, it's also related to Valentine's journal as same as the third question, in this this research students stated that they gain much knowledge from learning public speaking through online learning. In which, in this learning they were forced to have a critical thinking and have to search from some source. Means that, all students got many advantages in studying public speaking through online learning not only for speaking skill but also to know more about something which is good to be discussed. Moreover the teacher gave a familiar topic so that students are easy to get some informations

through internet. The last question is question number 5, again all students agree that learning public speaking through online learning really support their speaking skill. Related to Anne in her research stated that the material include activities and resources for facilitating second language speaking development. In this research students got new vocabularies every meeting either from their friends or even the teacher. So it can be stated that, vocabulary mastery is one of important element to improve students speaking skill and practicing make it perfect.

However, they are strength and weakness in every learning, here are strength and weakness of public speaking through online learning.

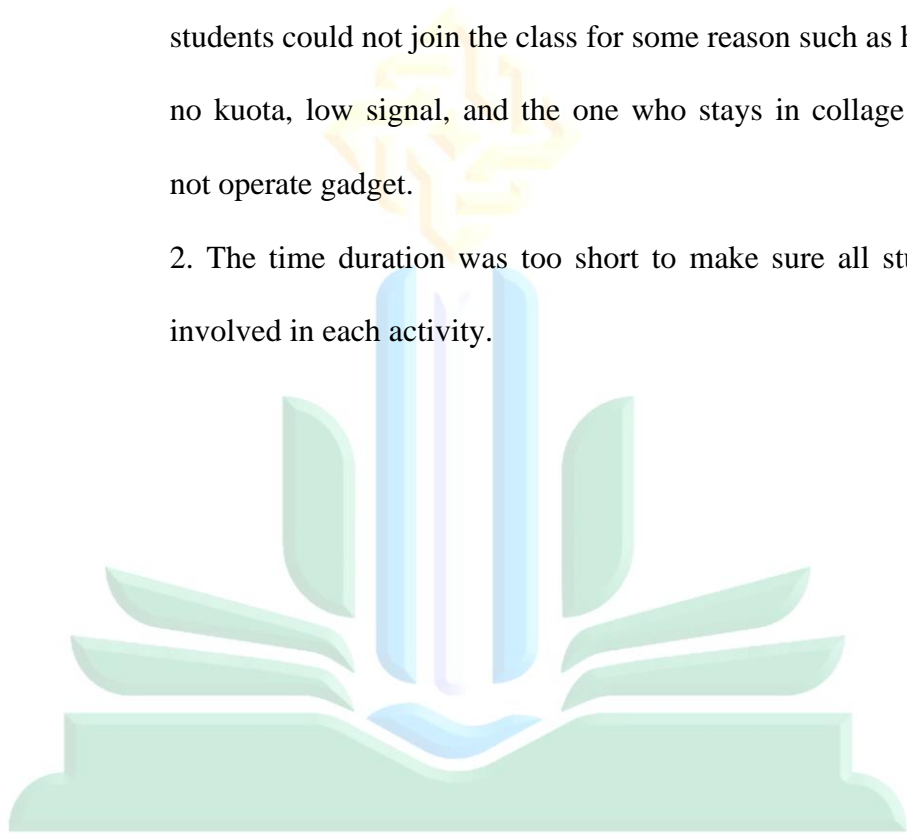
- Strength

1. Public speaking through online learning was well organized in which teacher, students, and material are specifically stated in syllabus.
2. The teacher was having good techniques to hold students` participant in online learning.
3. Public speaking trains students to be more confident in public by exercising how to talk at least in front of their friends.
4. The material given highly support students` learning since it is familiar and easy to search.

- Weakness

1. Since the learning was done through online learning, some students could not join the class for some reason such as having no kuota, low signal, and the one who stays in collage could not operate gadget.

2. The time duration was too short to make sure all students involved in each activity.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The purpose of this research is to know how the implementation of public speaking learning through online learning in pandemic covid-19 for the eleventh grade students of science at MAN 1 Situbondo. The researcher provided observation guidelines and interview to answer the research questions. The result of this research showed that the purpose of public speaking learning was to hone students speaking skill which involved improving students' vocabulary, students' confidence and familiarize students to speak English. In order to reach the goal, public speaking was including some activities to support the students' development.

The materials given in public speaking consist of speech delivery, vocabulary building, and conversation. Based on the observation, the students participate well in every activities even not all students in science 1 class could join the meeting because some of them were colleger. The positive judgement from the respondents comes not only from the students' statement agreement and the aspects in the research interview but also from the advantages which they got while the implementation of public speaking subject hones their speaking skill. They claimed that they got many benefits in public speaking subject to hone their speaking skill.

## 5.2 Suggestion

Considering the result of the reseach, some suggestions are given to the following people:

### a. Students

In order to get much more advatages of public speaking, students have to be more pay attention to every single activities and attend to the class on time. Based on the research, since the class was done through online learning some students did not join the class with some reason, either because of the signal was low or have no kuota and etc. There were also who some studets who were late to join the google meeting, so they did not know how the speaker deliver her speech.

### b. Teacher

As a tutor, it is better for the teacher of public speaking learning to give written evaluation or score in each student performance to encorage students to be better then their friends so they will study harder to get better score then the others. Based on the findings, the teacher only give oral evaluation that might be forgotten by students. This written evaluation also can be used to know the development of students. Also, ice breaking is needed to refresh the students mind. Since the first meeting, the researcher did not find any ice breaking. Eventhough the meeting is conducted through online class, ice breaking is still needed in order the students will not leave the class. Then, It's better for the teacher to include the score of the public speaking learning on the students' report. When the

teacher takes the score of students' performance, it can also motivate students to prepare their speech well. the students will also know how far their speaking performances are. Also, students are better to be on camera during the teaching learning process. In order, the teacher is able to know which students are listening and pay attention on the speaker.

c. The next researcher

The result of this research shows the implementation of public speaking learning. This research is expected to inspire future researchers to conduct the same field about the public speaking in speaking class through online learning. The future researcher can conduct a study of a public speaking program that relates to another skill like listening or grammar.

d. School Institution.

In pandemic era, students need more kuota to study. The school need to provide more kuota and proper card which the signal connection can be reached in every places. For instance, Telkomsel card which the connection is better than other cards. Even the one whose house is at mountain, they can join the teaching and learning process.

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## DECLARATION OF AUTHENTICITY

The undersigned bellow :

Name : Sittiyatun

Student's Number : T20176021

Institution : UIN KH Achmad Siddiq Jember

Declare that this thesis entitled "Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo." Is my original work, gathered and utilized in particular to fulfill the purposes and objectives of study. This thesis also has not been previously submitted to any other university for a higher degree. I also declare that the publications cited in this work have been previously consulted.

Jember, 11<sup>th</sup> of January 2022

I declared

A handwritten signature in black ink is written over a yellow 10000 Indonesian postage stamp. The stamp features the Garuda Pancasila emblem and the text '10000', 'METERAI TEMPEL', and '508EDA JX428516032'.

Sittiyatun  
T20176021

2021.02.03 09:22

**APPENDIX 1**

**RESEARCH MATRIX**

<b>TITLE</b>	<b>VARIABLES</b>	<b>SUB VARIABLES</b>	<b>INDICATORS</b>	<b>DATA RESOURCES</b>	<b>RESEARCH METHOD</b>	<b>PROBLEM</b>
Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo.	<ul style="list-style-type: none"> <li>• Students' speaking ability</li> <li>• Public speaking performing</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation.</li> <li>• Grammatical usage.</li> <li>• Vocabulary</li> <li>• Delivering speech</li> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Intonation</li> <li>• Language Features</li> <li>• Meaning of each word</li> <li>• Language usage</li> <li>• Huge scientific insight</li> <li>• Speech motivation</li> <li>• Speaking Fluency</li> <li>• Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Respondent: The eleventh grade students of science 1 at MAN 1 Situbondo</li> <li>• Collaboration: Public speaking teacher and the researcher</li> </ul>	<ol style="list-style-type: none"> <li>1. Research Approach. Qualitative research</li> <li>2. Type of Research Descriptive Analysis</li> <li>3. Data Collection <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Documentation</li> </ul> </li> <li>4. Data Analysis. <ul style="list-style-type: none"> <li>• Data Condensation</li> <li>• Data presentation</li> <li>• Drawing and verifyin conclusion</li> </ul> </li> <li>5. Validity of Data <ul style="list-style-type: none"> <li>• Source Triangulation</li> <li>• Technique Triangulation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. How is the implementation of public speaking through online learning?</li> <li>2. How is students' perception about public speaking through online learning?</li> </ol>

## APPENDIX 2

### RENCANA PELAKSANAAN PEMBELARAN (DARING)

Madrasah : MAN 1 SITUBONDO

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Ganjil

Tahun Pelajaran : 2021/2022

Materi Pokok : Teks lisan untuk menyatakan pendapat dan pikiran serta responnya.

lokasi Waktu : 1 Pertemuan ( 3 x 45 Menit )

#### I. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa inggris dalam berkomunikasi dengan guru dan teman untuk menyatakan pikiran serta responnya.
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam menyatakan pendapat dan pikiran serta responnya.
3. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari menyatakan pendapat dan pikiran serta responnya.
4. Menyusun teks lisan untuk mengungkapkan pendapat dan pikiran serta responnya.

#### II. Kompetensi Dasar

1. Mensyukuri kesempatan dapat belajar bahasa inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku jujur, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran serta responnya sesuai konteks penggunaannya.

### **III. Media dan Sumber Belajar**

#### **1. Media Belajars**

SmartPhone, Internet, WA Group, Google meeting.

#### **2. Sumber Belajar**

Bahan ajar berupa ringkasan materi yang di Upload pada E-Learning/ Google meeting.

### **IV. Kegiatan Pembelajaran**

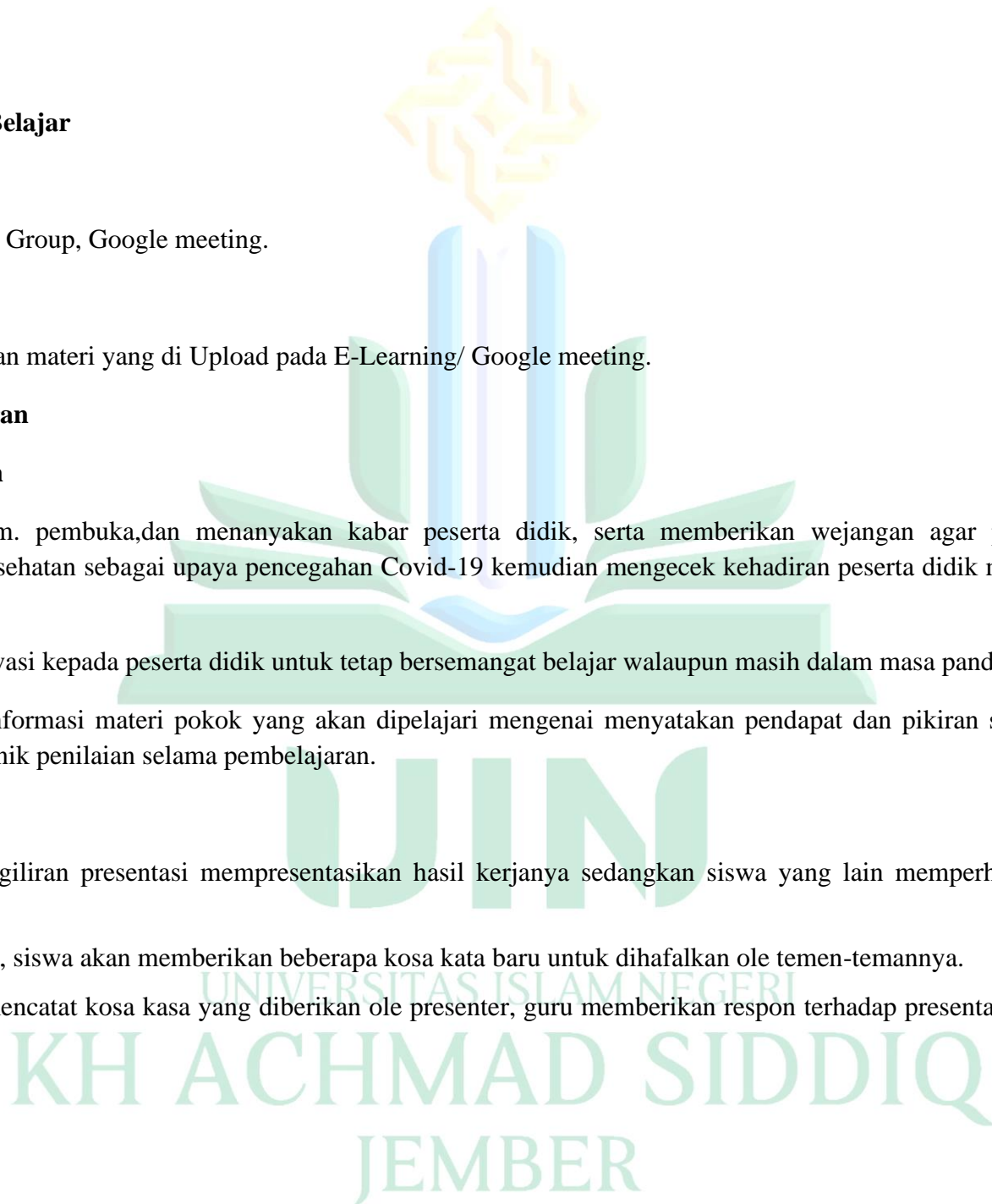
#### **1. Kegiatan Pendahuluan**

- a. Guru melakukan salam. pembuka, dan menanyakan kabar peserta didik, serta memberikan wejangan agar peserta didik untuk tetap melaksanakan protocol kesehatan sebagai upaya pencegahan Covid-19 kemudian mengecek kehadiran peserta didik melalui E-Learning/Google meeting.
- b. Guru memberikan motivasi kepada peserta didik untuk tetap bersemangat belajar walaupun masih dalam masa pandemi Covid-19.
- c. Guru menyampaikan informasi materi pokok yang akan dipelajari mengenai menyatakan pendapat dan pikiran serta responnya, kemudian Guru memberitahukan teknik penilaian selama pembelajaran.

#### **2. Kegiatan Inti**

- a. Siswa yang mendapat giliran presentasi mempresentasikan hasil kerjanya sedangkan siswa yang lain memperhatikan dan mendengarkan secara seksama.
- b. Setelah siswa presentasi, siswa akan memberikan beberapa kosa kata baru untuk dihafalkan oleh temen-temannya.
- c. Setelah seluruh siswa mencatat kosa kata yang diberikan oleh presenter, guru memberikan respon terhadap presentasi siswa berupa pujian dan kritikan dalam presentasi.

#### **3. Kegiatan Penutup**



a. Siswa membuat Kesimpulan dengan bantuan dan bimbingan guru.

b. Guru mengakhiri pembelajaran daring dan memerintahkan kepada peserta didik tetap menjaga kesehatan diri dan keluarga agar tetap di rumah aja selama masa pandemi Covid-19 serta ,jangan lupa beribadah kepada Allah SWT.

#### **V. Penilaian Pembelajaran**

1. Penilaian Sikap ( mengamati peserta didik pada saat pemecahan masalah dan Tanya jawab melalui E-Learning/Google meeting sebagai bentuk kedisiplinan)

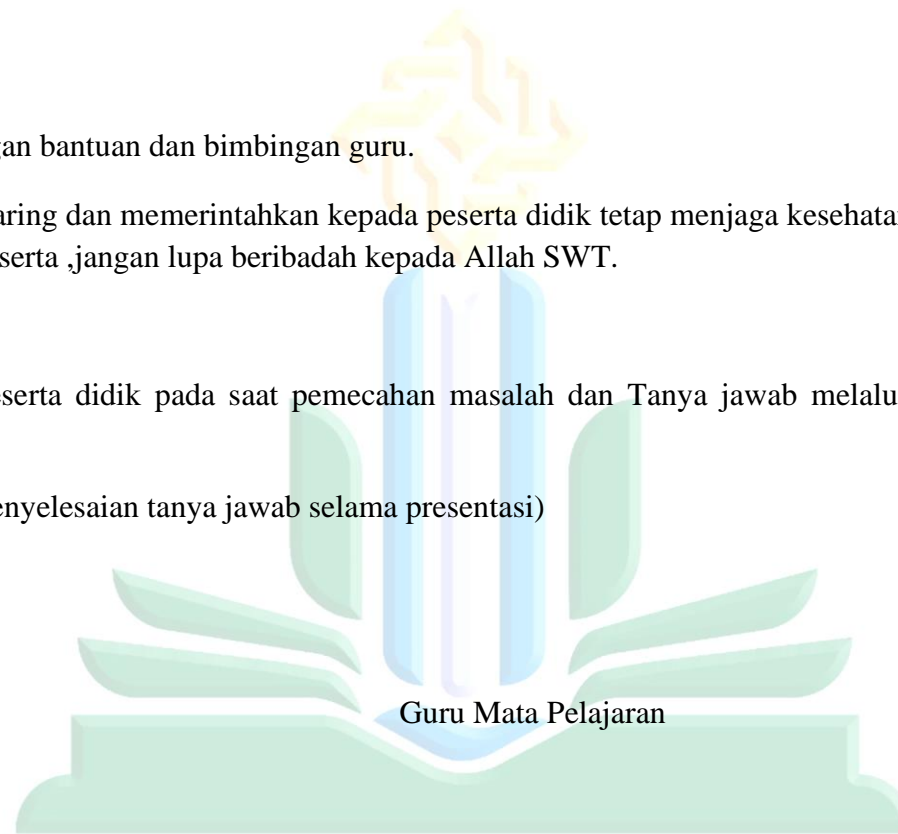
2. Penilaian Pengetahuan ( proses penyelesaian tanya jawab selama presentasi)

Mengetahui,

Kepala Sekolah

Drs. H. Sahiyanto

NIP. 19670181999031001



Najiatus Saadah, S. Pd

NIP.-

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APPENDIX 3 SURAT IJIN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Nomor : B. 1559/In.20/3.a/PP.00.9/07/2021 14 Juli 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 1 SITUBONDO  
Demung-Besuki, Situbondo

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Sittiyatun  
NIM : T20176021  
Semester : VIII  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai *Learning of Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo* selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Drs. H. Sahiyanto.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Kepala Sekolah
2. Waka Kesiswaan
3. Guru Bahasa Inggris Kelas XI

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 14 Juli 2021


a.n. Dekan  
Wakil Dekan Bidang Akademik,



Mashudi

IQ

## APPENDIX 4 SURAT KETERANGAN DARI SEKOLAH

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN SITUBONDO**  
**MADRASAH ALIYAH NEGERI 1**  
Jalan PG. Demaas No.08 Telp./Fax. 0338- 891513 Demung Besuki Situbondo  
Web-B : mansatusitubondo.wordpress.com /E-mail : mansatusitubondo@yahoo.co.id

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**SURAT KETERANGAN**  
Nomor : B-257./Ma.13.07.01 /TL.00 /08/2021

Yang bertanda tangan dibawah ini :

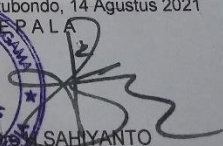
Nama : **Drs.H.SAHYANTO**  
NIP. : 196701081999031001  
Jabatan : Kepala MAN 1 Situbondo  
Alamat : Jl. PG.Demaas No. 8 Demung Besuki Situbondo


Menerangkan bahwa :

Nama : **SITTIYATUN**  
NIM : **T20176021**  
Tempat/ Tgl. Lahir : Situbondo, 23 April 1999  
Jenjang : S.1  
Jurusan : Pendidikan Bahasa  
Perguruan Tinggi : Universitas Islam Negeri Kyai Achmad Siddiq Jember  
Alamat : Kp. Tunjang RT2 RW 2 Desa Widoropayung,Kec,Besuki Kab.Situbondo

Benar – Benar telah mengadakan penelitian di MA. Negeri 1 Situbondo untuk menyelesaikan Skripsi yang berjudul *“Learning of Public Speaking Through Online Learning in Pandemic Covid-19 Students of Eleventh Grade at MAN 1 Situbondo”*. Yang dilaksanakan mulai tanggal 14 Juli s/d 14 Agustus 2021.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai mana mestinya.

Situbondo, 14 Agustus 2021  
K A L A  
  
SAHYANTO  
196701081999031001



UNIVERSITAS ISLAM NEGERI  
**KH ACHMAD SIDDIQ**  
**JEMBER**

APPENDIX 5 JOURNAL OF ACTIVITIES

JOURNAL OF RESEARCH ACTIVITIES

Nama : Sittiyatun

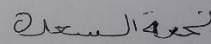
NIM : T20176021

Title : Learning of Public Speaking through Online Learning in Pandemic Covid-19 for The Eleventh Grade Students of Science at MAN 1 Situbondo.

Location : MAN 1 Situbondo

No	Time	Activities	Initials
1	14 <sup>th</sup> of July 2021	The researcher gave research permission while interviewing teacher.	SaR*
	19 <sup>th</sup> of July 2021	The researcher did her observation by participating in students class through google meeting. (first meeting)	SaR*
	26 <sup>th</sup> of July 2021	The researcher did her observation by participating in students class through google meeting. (second meeting)	SaR*
	2 <sup>nd</sup> of August 2021	The researcher did her observation by participating in students class through google meeting. (third meeting)	SaR*
	9 <sup>th</sup> of August 2021	The researcher did her observation by participating in students class through google meeting. (the last meeting)	SaR*
	9 <sup>th</sup> of August 2021	Interviewing students about their perceptions toward learning public speaking through online learning.	SaR*

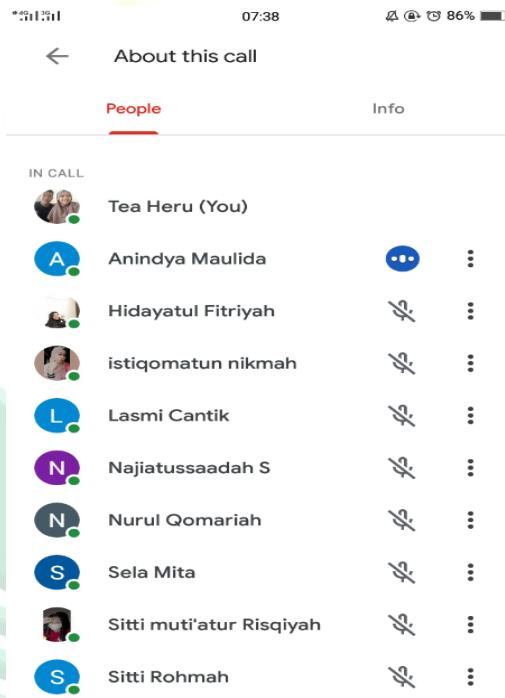
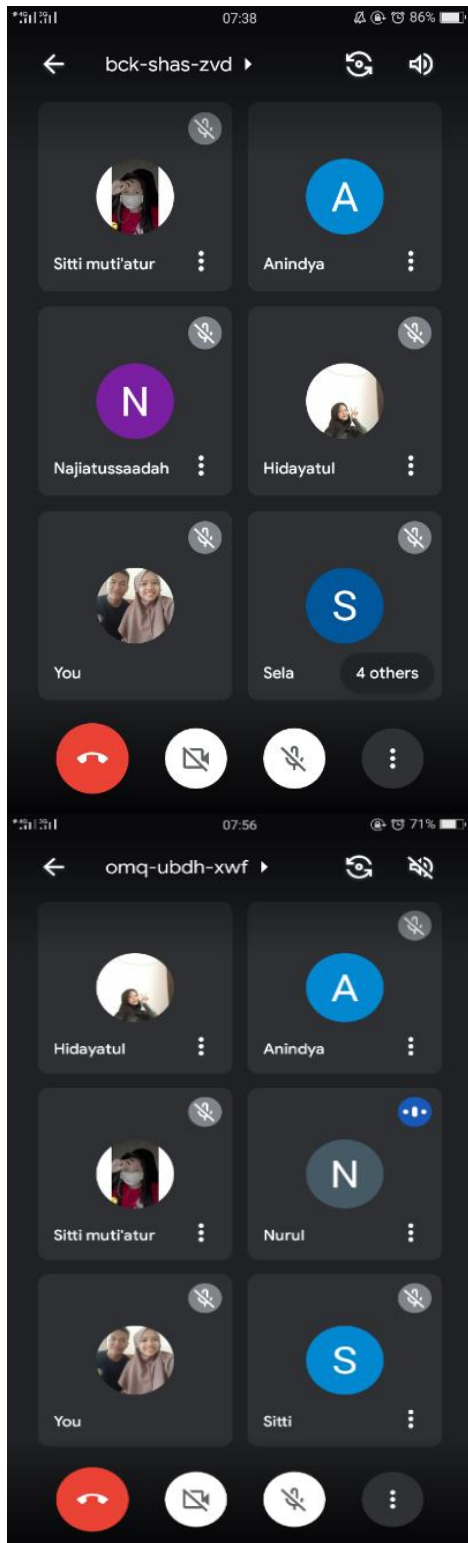
Besuki, 9 Agustus 2021



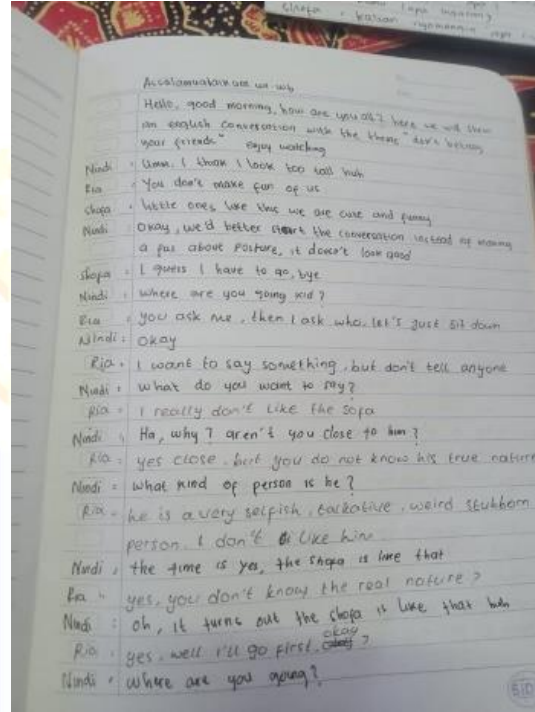
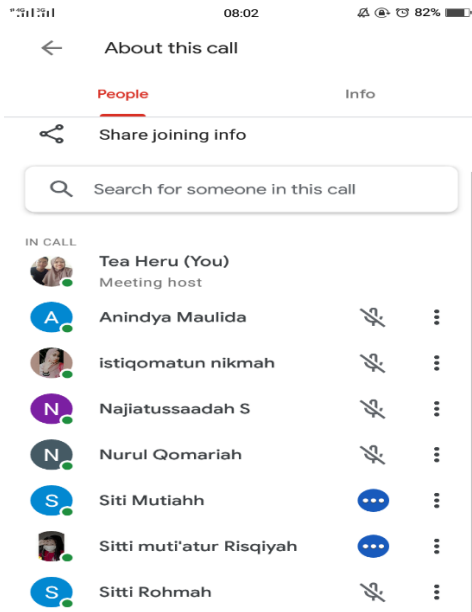
Naji'atus Saadah, S.Pd.

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Speech presentation



## Conversation presentation



## Interviews



## 1. Apa pendapat anda tentang pelajaran online Public Speaking?

AM : Public speaking itu menyenangkan, tapi saya sedih karena tidak bisa belajar dikelas.

SR : Pelajaran public speaking itu tidak membosankan. Selalu ada yang lucu saat belajar.

SMR : Public speaking menyenangkan walaupun sedikit sulit.

NQ : Public speaking adalah pelajaran yang selalu saya tunggu setiap minggunya.

HF : Saya sangat suka berbicara, itulah mengapa saya menyukai public speaking.

IN : Public speaking adalah pelajaran yang bagus untuk keterampilan berbicara.

L : Public speaking adalah pelajaran yang mengajari bagaimana cara berbicara yang baik.

SM : Public speaking adalah pembelajaran bagaimana berbicara didepan umum.

## 2. Apakah menurut anda pelajaran online Public Speaking dapat membantu anda meningkatkan rasa percaya diri selama praktik berbicara? Mengapa?

AM : iya, karena kita dilatih berbicara didepan teman-teman kita.

SR : meskipun online, kami dilatih agar berani berbicara menggunakan bahasa inggris.

SMR : iya, miss. Meskipun sekolah online, percaya diri memang seperti sebuah keharusan.

NQ : saya adalah orang yang sulit berkomunikasi dengan orang lain, namun dipelajaran public speaking saya mencoba untuk lebih percaya diri meskipun lewat online.

HF : pembelajaran online bukan berarti tidak belajar. Pokoknya public speaking mengajari banyak hal.

IN : saya suka belajar bahasa inggris, apalagi public speaking. Ketika kita sekolah online, saya menjadi lebih semangat. Karena saya bisa belajar cara pengucapan dalam bahasa inggris menggunakan hp.

L : saya senang belajar online, miss. Karena saya orangnya sangat sulit untuk perform depan orang. Untungnya, Miss Ida ngajarin public speaking yang melatih saya agar lebih percaya diri.

SM : mau online atau tidak. Percaya diri dibutuhkan dalam pelajaran ini, miss.

3. Apakah menurut anda pelajaran online Public Speaking dapat membantu anda dalam meningkatkan kelancaran berbicara selama praktik berbicara? Kenapa?

AM : iya miss. Karena seminggu sebelum perform speech. Saya selalu praktek sendiri dirumah.

SR : iya miss. Meskipun kami tidak maju, kami juga mencoba berbicara.

SMR : pasti miss. Apalagi sejak pembelajaran online. Kami mudah belajar sendiri dari youtube, lagu, dan lain-lain.

NQ : iya miss. Karena kita selalu praktekin.

HF : iya miss. Namanya juga pelajaran berbicara. Kita pasti selalu coba bicara. Jadinya, kita lebih bisa.

IN : iya miss. Malah menurut saya kalo dari online itu lebih gampang belajar fasih.

L : iya miss. Karena kita selalu mempraktekkan kan.

SM : iya miss. Karena saya selalu coba ngomong sendiri.

4. Apakah menurut anda ilmu yang anda peroleh di pelajaran online Public Speaking diterapkan selama praktik berbicara?

AM : iya

SR : iya betul sekali

SMR : pasti

NQ : iya dong

HF : iya miss, kadang-kadann

IN : iya miss

L : Iya kayaknya

SM : mungkin

5. Bagaimana mata pelajaran online Public Speaking dapat mendukung keterampilan berbicara anda?

AM : mungkin karena peningkatan vocabularynya miss.

SR : pelajaran ini membantu saya untuk lebih baik dalam berbicara bahasa inggris dengan selalu praktek.

SMR : berbicara di depan umum memaksa saya untuk lebih baik dalam berbicara.

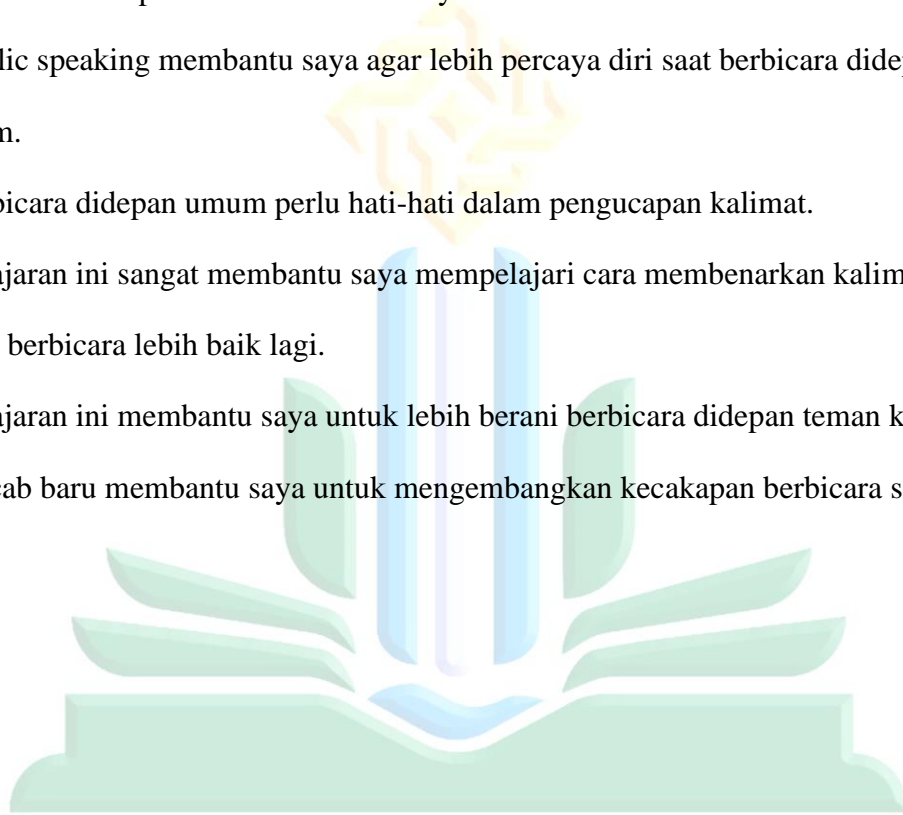
NQ : public speaking membantu saya agar lebih percaya diri saat berbicara didepan umum.

HF : berbicara didepan umum perlu hati-hati dalam pengucapan kalimat.

IN : Pelajaran ini sangat membantu saya mempelajari cara membenarkan kalimat, jadi saya bisa berbicara lebih baik lagi.

L : Pelajaran ini membantu saya untuk lebih berani berbicara didepan teman kelas.

SM : Vocab baru membantu saya untuk mengembangkan kecakapan berbicara saya.



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## BIBLIOGRAPHY



Name : SITTIYATUN  
NIM : T20176021  
Gender : Female  
Religion : Islam  
Place, Date of Birth : Situbondo, 23 April 1999  
Address : Tunjang, Widoro Payung, Besuki, Situbondo.  
Department/ Majors : English Education Department  
Faculty : Education and Teacher Training Faculty  
Email address : ttea606@gmail.com  
Education Background :

a) Formal School

1. TK Nurul Amanah (kindergarten)
2. SDN 2 Tamansari (Elementary School)
3. SMPN 1 Sumbermalang (Junior High School )
4. MAN Karanganyar Paiton (Senior High School)
5. UIN KH Achmad Siddiq Jember

b) Informal Education

LPBA Nurul Jadid Paiton Probolinggo