CHAPTER I

INTRODUCTION

This chapter discusses some information to find the basic concept of this research. It explains the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation of the research, and the definition of the key terms. Each section is described below.

A. Background of the Study

Public speaking is the one of method in learning speaking skills beside there are many methods which able to used in learning speaking. This method influenced the audience during delivering speech. It happened because by public speaking the students had learn about how to make a good text, how to make the audience interested by their performance, and mastering the situation for get the audiences' focus. Then, it must be learned the four skills in learning english such as listening, reading, speaking, and writing during public speaking activities indirectly. Furthermore, by using this public speaking method for learning speaking, the speaker can give understanding to audience about their speech, idea, or the topic.

However, speaking is believed as a high level of the four skills above, especially after the listening skill. On the other hand, all people need to study English as soon as possible in this era, because English has been a language which is used by eighty-five percent of international organizations as their official language.[1] Speaking skills need to be developed by practicing it in daily life when talking to each other because it's just useless if try to study English only on the theory of grammatical form or vocabulary without practice. Many people try to learn this skill through video, audio, or learning from the teacher.

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[1] Dini Febriyani, Desi Sri Astuti, and Elly Syahadati, "AN ANALYSIS ON STUDENTS' SELF CONFIDENCE IN SPEAKING SKILL," *JELTE: Journal of English Language Teaching and Education* 1 (2020).

There are many ways to learn speaking skills, moreover in ITTC Darussalam Gontor for Girls Campus 3 there are some ways to learn it, such as conversation, reading some text, and public speaking. So, one of the ways for learning to speak which is discussed by the researcher is Public Speaking. The students can learn this skill everywhere they want and one key of it is just to be confident. The book "*Menjadi Public Speaker Andal*"[2], reveals that public speaking is an incredible communication process in front of an audience that has the power to inform, persuade, or entertain. Public speaking can also be defined as the procedure of speaking in public which is an amazing opportunity to share ideas and engage with others in a meaningful way.[3] Public speaking is one of the activities in ITTC of Darussalam Gontor for Girls Campus 3. Students must be done every week with the schedule as follows: Indonesian Language on Thursday Night, Arabic Language on Thursday, and English Language on Sunday night. This study focused on the students in class 3 intensive. Intensive is a programme followed by students who have completed Junior High School or MTs and above, with a study period of 4 years, in the order 1-3-5-6. Intensive classes are actually only organised in years 1 and 3, hence the names Intensive 1 and Intensive 3. Usually the difference between regular and intensive classes is the level of maturity. Regular students tend to be childish and unable to think critically, while intensive students are more mature and able to read the situation.

This public speaking activities digs into the students' potential for increasing their ability to speak in front of the public.[4] However, the gap found by the researcher was public speaking which has been run at this boarding school for several years, but the fact was this activities couldn't motivate some students to speak English well and build their confidence to speak in front of the public, although they had joined this program for a long

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[2] Viera Restuani Adia, Menjadi Publik Speaker Andal, (Grup Penerbitan CV BUDI UTAMA, 2021).

[3] Amelia et al., "Improving Public Speaking Ability through Speech."

[4] Era Octafiona, Erni Yusnita, and Mezan el-Khaeri Kesuma, "The Role of Public Speaking in Islamic Religious Education Learning in the Digital Age," *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 13, no. 2 (December 26, 2022): 203–13, https://doi.org/10.24042/atjpi.v13i2.12911.

time and have to struggle for making a good text and performance. Some problems involved during public speaking implementation such us they feel bad about this when their friends are mocking and laughing at them. Then, they don't have some motivation to do this activities, perhaps many students have an ability in speaking skills but they choose not to show it because they feel unappreciated. Then, this paper claims that most students can't practice English speaking through public speaking activities even if they have some preparation for it.

Whereas Public speaking plays a vital role in both personal growth and personal success[5] but most students don't realize this fact. Based on the one of PUSDALAC (Supervisor of Public Speaking and Discuss activities) as the manager of this public speaking activities, this event is a place to motivate students to show their speaking skills in front of many people, because not everyone can able to speak in front of many people. In addition, this activities is very useful for students in expressing attitudes and feelings when speaking,[6] therefore speech activities are ranked top in terms of speech art and self-confidence, this makes this activities very important and a reference for life in the future.[7] However, with all the uses and benefits of speech that have been explained previously, there is a phenomenon that is 180 degrees opposite to the benefits of this activities at Darussalam Gontor For Girls Campus 3.

In fact, there are still many students who dislike or even hate this activities, this is due to the doctrines of thought that have been embedded from ancient times, namely they think that speech activities are scary things, and they feel very embarrassed to speak in front of the crowd, because of

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[5] Yovita Anastasya Aprilia and Minsih, "Extracurricular Public Speaking Activities on the Development of Self-Confidence of Elementary School Students," *Jurnal Elementaria Edukasia* 7, no. 2 (June 30, 2024): 2596–2606, https://doi.org/10.31949/jee.v7i2.9063.

[6] Hafizhatu Nadia, "The Effect of Public Speaking Training on Students' Speaking Anxiety and Skill," *TEFLIN International Conference, Universitas Negeri Makassar, Indonesia* 65, no. 1 (July 12, 2018).

[7] J. Juwito et al., "Public Speaking and Personal Branding Skills for Student Organization Managers at Dharma Wanita High School Surabaya," *Journal of Community Service and Empowerment* 3, no. 1 (February 4, 2022): 9–17, https://doi.org/10.22219/jcse.v3i1.18596.

several factors: the first factor is the lack of preparation, immature preparation makes them not confident to speak in front of the crowd, both in terms of text and mentally, which greatly affect their preparation, the second factor is the lack of language skills, because language is a very sensitive thing and must be upheld in the *pesantren*. So all students are required to learn and practice foreign languages daily, such as in the learning process, as well as other daily activities. This be a big problem if a student does not try to learn a foreign language. The third factor is the lack of motivation in a student, motivation to give a speech is very necessary.[8], because it build confidence in students to speak in front of the crowd if motivation from the closest person has been obtained, one of which is motivation from a teacher. Teachers are potentially important in fostering the mental and self-confidence of their students, especially a teacher in the *pesantren* who has lived 24 hours with his students greatly affects the passion and motivation of students in speech.[9]

Those are some of the factors that influence the enthusiasm of students to participate in speech activities. These factors have been obtained by a student in his daily life, but not all students can accept it well, some are very motivated or vice versa. PUSDALAC has been struggling to make speech a priority and an important thing that must be done by all students of ITTC because there are big influences for those who realize it. Few of them who care about public speaking activities feel that speaking English is too difficult, Most of them are afraid of communicating with each other in the English language and they speak more in the Arabic language. Then, actually, they have less motivation for this activities, and the key to it is giving an understanding that public speaking is the best activities for improving their mental skill. According to this problem, ITTC Gontor for Girls Campus 3 gives a place for English-speaking learning by having a public speaking activities that is held every week as a teaching activities.

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[8] Octafiona, Yusnita, and Kesuma, "The Role of Public Speaking in Islamic Religious Education Learning in the Digital Age."

[9] Octafiona, Yusnita, and Kesuma.

This activities forces all students to learn more English in reading, writing, listening, and speaking.[10] The four skills get in one public speaking because all students are struggling in making a great text for English public speaking. Moreover, they also have to submit their text to the coach of public speaking to get checked. Then, all students have to have good preparation for speaking in front of an audience. It improve their confidence because they speak a good moral of content related to morals which is useful to the listeners. The previous research was conducted by[11]. Is aimed at implementing speech contests to improve students' fluency in speaking. This research used a quantitative method and the instruments to collect the data were tests, questionnaires, and interviews.

The next research was conducted by[12] from the University of Muhammadiyah Banjarmasin. This paper elaborates on what happened in the public speaking training classes conducted by Language Development and Service Centers at the University of Muhammadiyah Banjarmasin. This study used a quantitative method, It invited 40 students from the researcher's classes to join the research. A Personal Report of Public Speaking Anxiety (PRPSA) questionnaire and a speaking test are the two main instruments to collect the data. Another research was conducted by[13]. According to the title, this research discussed how the steps for mastering the strategies for improving speaking and reading skills. At the beginning of this study, the researcher explains reading and speaking skills and the strategies for mastering them. The difference between this current research and previous research is the current researcher focused on the implementation of public

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[10] Eka Anisa Sari and Kamilla Salsabela, "Strategy for Increasing Public Speaking Skills through the News Anchor Method: (Evaluative Study in the Literacy Class at SMA Muhammadiyah 3 Yogyakarta)," *COMMICAST* 5, no. 1 (March 31, 2024): 79–96, https://doi.org/10.12928/commicast.v5i1.10100.

[11] Rizky Lutviana, "Speech Contest to Improve Students' Fluency in Speaking," *Jurnal Ilmiah Bahasa Dan Sastra* 3, no. 2 (Desember 2016).

[12] Nadia, "The Effect of Public Speaking Training on Students' Speaking Anxiety and Skill."

[13] Ikhtiyorovna, "MASTERING THE ART OF EFFECTIVE SPEAKING AND READING."

speaking activities for Class 3 Intensive which is situated in ITTC Gontor for Girls Campus 3.

The researcher showed the data about students' skills in speaking learning using public speaking activities which is supposed to help students to learn English speaking better and be more courageous. Therefore, the researcher discussed this issue entitled: "The Implementation of Public Speaking Activities for Students of Class 3 Intensive at ITTC Gontor for Girls Campus 3".

B. Statement of the Problem

As stated in the background of the study, the researcher would like to investigate the implementation of public speaking activities in English-speaking learning. Therefore, this research seeks to address the following question:

1. How is the implementation of the Public Speaking Activities for Students of Class 3 Intensive at ITTC Gontor for Girls Campus 3?
2. What are the problems in implementing the Public Speaking Activities for Students of Class 3 Intensive at ITTC Gontor for Girls Campus 3?

C. Purpose of the Study

In line with the statement of the problem, the purpose of the study is to analyze how the implementation of Public Speaking activities for students of Class 3 Intensive. It explained the way to practice public speaking activities such as the rules, etc.

Also, it is for analyzing the problems found in public speaking activities. The problem explained the difficulties faced by students when public speaking activities, the problems arose after the observation with the

involved persons of this research because the problem found by the researcher is a general problem based on this research.[14]

D. Significance of the Study

Considering the proposed research, this section describes some expected significances. This research should make an important contribution to the field of students, teachers, schools, and future researchers. Each of them is revealed below:

a. To the students, this research is useful to increase their interest in learning speaking skills, because by increasing their interest, many of them indirectly become more proficient in speaking skills, where this ability is one of the most influential abilities when someone learns English.[15]

b. To the teachers, the result of this research is to facilitate the teaching of English speaking skills in particular, because this method is an interesting method, where students can learn speaking skills easily and fun and more effectively. This method is considered more effective because it is from the public speaking activities which is used as a mandatory activities to test the ability to speak English well and correctly for students.[16]

c. To the School, this research is useful for increasing students' interest and ability in speaking skills and can increase students' confidence in learning English, especially in speaking skills, so that schools or

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[14] Yovia Anastasya Aprilita and Minsih Minsih, "Extracurricular Public Speaking Activities on the Development of Self Confidence of Elementary School Students," *Jurnal Elementaria Edukasia* 7, no. 2 (June 2024), https://doi.org/10.31949/jee.v7i2.9063.

[15] Ayu Tri Hidayanti, "Improving Students' Speaking Skill through Public Speaking," *Proceedings of Seminar Nasional Riset Linguistik Dan Pengajaran Bahasa (SENARLIP VII)*, September 20, 2023, 102.

[16] Restu Mufanti, Elok Putri Nimasari, and Rohfin Andria Gestanti, *CAN I BE A PUBLIC SPEAKER*, Second Edition (CV. Nata Karya, n.d.).

related institutions be considered successful in learning English lessons in speaking skills.[17]

d. For future researchers, this method can be a reference for teaching English speaking skills in different subjects and objects because the method of using public speaking activities can improve the ability of students to speak English like a native speaker. [18]

E. Scope and limitations

The researcher conducted qualitative research at the tertiary student level.[19] It focuses on the students of Class 3 Intensive at ITTC Gontor for Girls Campus 3. The researcher chosen 10 students of Class 3 Intensive from 50 students to do some interviews. However, the students of class 3 ntensive were choosen because of many language activities which have been done by students of 3 Intensive, which means they have many experiences from it.

F. Systematical Writing

The first chapter discusses some information to find the basic concept of this research. It explains the background of the study, the statement of the problem, the research objectives, the significance of the study, and the scope and limitations of the study.[20]

Following the basic information in the First Chapter, the second chapter discusses some reviews of related literature. The discussion is all

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[17] Bakti Putra, "Unveiling Audience Engagement in Public Speaking: The Strategies," *Journal of English Studies and Business Communication* 1, no. 1 (August 23, 2024): 13–20.

[18] Rosberly López Montero and Jonnathan Salas Alvarado, "Improving English Oral and Public Speaking Skills in the Classroom," *Revista de Lenguas Modernas*, no. 30 (September 12, 2019), https://revistas.ucr.ac.cr/index.php/rlm/article/view/38980.

[19] Matthew Miles and A.Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis*, Second Edition (United States of America: Sage Publications, 2017).

[20] John W Creswell and J David Creswell, "Research Design: Qualitative, Quantitative, and Mixed Methods Approaches," n.d.

about speaking, public speaking, characteristics of Public Speaking, benefits of Public Speaking, and the problems in implementing Public Speaking.

Following the information on the review of related literature in Chapter II, the third chapter describes the research design, the hypothesis, the instrument of collecting data, the technique of data collection, and the technique of data analysis.[21]

The fourth chapter discusses data presentation, analysis of data, and discussion about the result of the research. The last chapter concludes the conclusion of the research and the suggestion.

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[21] Miles and Huberman, *Qualitative Data Analysis*.