

**TECHNIQUE USED BY THE TEACHER IN TEACHING  
PUBLIC SPEAKING FOR THE 2<sup>nd</sup> SEMESTER STUDENTS AT  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN  
ACADEMIC YEAR 2018/2019**



**Submitted Partial Fulfilment of the Requirement for Getting Bachelor Degree of  
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by  
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## TESTIMONY

Herewith, I testify that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this paper and mentioned in the bibliography.

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Surakarta, October 30<sup>th</sup> 2019

The Researcher



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**Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan teknik yang digunakan guru, masalah yang dialami mahasiswa pada proses pembelajaran, dan cara guru menyelesaikan masalah tersebut pada pengajaran berbicara di depan umum untuk mahasiswa semester 2 di Universitas Muhammadiyah Surakarta Tahun Pelajaran 2018/2019. Penelitian ini menggunakan tipe kualitatif. Pesertanya adalah dosen dan 25 mahasiswa. Dan sumber data adalah rancangan pembelajaran, rekaman dan video saat proses pembelajaran berlangsung. Data dikumpulkan melalui observasi, wawancara dan dokumentasi seperti merekam proses pembelajaran dan dianalisa menggunakan reduksi data, tampilan data memverifikasi dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa guru menggunakan teknik presentasi. Masalah yang dihadapi siswa adalah tata bahasa dan pengucapan. Guru memecahkan masalah tersebut dengan memberikan umpan balik dengan metode pengulangan.

**Kata Kunci:** berbicara di depan umum

**Abstract**

This aim of this research is aimed of describing the technique used the teacher, the students' problem in the learning process and the solution of the teacher to solve the problem in teaching public speaking for the 2<sup>nd</sup> semester students at Muhammadiyah University of Surakarta in 2018/2019 academic year. The type of this research is qualitative. The participants were the teacher and 25 students. The data sources were lesson plan, recording and video during the learning process. The data were collected through observation in a class, interview and documentation such as recording the learning process. They were analyzed using data reduction, data display and drawing and verifying conclusion. The result of this research showed that the teacher used presentation technique. The problems faced by the students were grammar and pronunciation. The teacher solved the problem by giving feedback with repetition method.

**Keywords :** Public Speaking

## **1. INTRODUCTION**

Language is the main instrument to communicate. As an instrument, language divided into Indonesian language, Japanese language, English language, Java language, and so on. English language is an international language used by people all over the world. As a foreign language, English become the difficult language learnt by the students. They feel difficult to translate it word by word. Some of them opened the dictionary to interpret a word.

Learning English language requires four skills: listening, speaking, reading and writing. The main skill that we have to learn in order to communicate is speaking skill. Thornbury, Scott (2005) states that reading, structure, speaking and listening are important but speaking is the most important because speaking skill represents a real challenge to all the learners of the language. It means that to be able to speak in class or in other occasion is a challenge because speaking skill represent our grammar in compile a sentence, represent our pronunciation, fluency and so on. Another opinion from Nunan (1991: 51) states that mastery of the art of speaking is an important aspect in learning a second or foreign language and success is measured in terms of the ability to carry out conversation in the target language. In other words, people must know the art of speaking in learning a foreign language and it is proven if they can communicate in the target language.

In university especially in Muhammadiyah University of Surakarta we are required to speak out in every class. We have to be active learner if we want a good score in the class. In contrast, some of the learners in Muhammadiyah University of Surakarta feel scared, not confident and feel embarrassed to speak. Moreover, they must speak foreign language. Speaking is an important skill and may be difficult skill to learn. Speaking is producing a word by word and became a sentence. We must be careful with grammar to compile sentences. Actually the main strategy to speak is confidence. We do not give pay attention to the grammar and just speak. Then, if we are used to speak English every day, we will understand that we have to use appropriate grammar to compose sentences. According to Salahudin (2008: 16) speaking is an ability to speak in studying language is the most important part because people can be said of having a good language when he/she is speaking fluently. It means that to be able to speak fluently we must learn. We must learn to be confident, we must learn about how to compile a sentence correctly.

Muhammadiyah University of Surakarta especially in Department of English Education there are four subjects of speaking which is taught to the learner. The first subject is speaking I which is Interpersonal Speaking. The second subject is speaking II which is Public Speaking. The third subject is speaking III which is Argumentative Speaking. The last subject is speaking IV which is about

Standardized Test of Speaking. Then, the researcher is interested in the speaking II Public Speaking because Public Speaking is challenges. The students must talk in front of the public. So, the students must have a good skill, good fluency and must have a high self-confidence.

## **2. METHOD**

The researcher uses qualitative research. Some qualities of this research are using of fieldwork methods such as observation, interview and documentation. The object of this research focuses on the technique used in public speaking by the teacher in teaching speaking, the problem in the learning process of public speaking and the way to solve the problem by the teacher. The subject of this research was a lecturer that teaches the 2<sup>nd</sup> semester students of Department of English Education at Muhammadiyah University of Surakarta. Besides that, the researcher also observed 25 students of public speaking class.

The technique or method for collecting the data were observation, individual interview and documentation. Marshall and Rossman (1989) defined the observation is the systematic descriptions of events, behaviors and artifact in the social setting chosen for study. The reseacher did an observation three times. The first observation was about interview. The second observation was about tutorial speech. The last observation was about promoting a product. Then, the researcher was interested to examine the second observation about tutorial speech. In this section the students were more active to speak in front of the class. During the observation, the researcher took some photos for the documentation. Besides that, the researcher also recorded a whole class of the learning process in public speaking class. This used to help the researcher if the researcher forgot about the important data.

The researcher used triangulation technique in this research. (Denzin, 1970) states that “Triangulation defined as the combination of two or more theories, data source, methods, or investigators in the study of a single phenomenon”. The researcher used data reduction, data display and drawing conclusion to analyze the data.

### **3. FINDING AND DISCUSSIONS**

#### **3.1 Finding**

Based on the observation and the interview in the class, the researcher found three findings. Each of the three findings will be discussed below:

3.1.1 The technique used by teacher to teach the 2<sup>nd</sup> semester students in Department of English Education at Muhammadiyah University of Surakarta.

From three observations, the researcher found that the teacher in public speaking class used student's presentation technique to teach the students. The presentation was different in each meetings. The presentation according to the theme that agreed together. Sometimes the presentation was about tutorial speech, interview and other theme. In every presentation the students were discussed the text or dialogue then understand it for presentation.

The first observation was on Monday 15<sup>th</sup> of April 2019. The presentation was about interview. The teacher divided the students into some groups. Each group consisted of two person. The student as an interviewer and the other one as an interviewee.

The second observation was done on Monday 29<sup>th</sup> of April 2019. The second observation was about tutorial speech. Tutorial speech was the students can choose free theme about tutorial to make a something. Then, the researcher was interested with the second observation about tutorial speech because the students were more active to speak.

Besides that, the researcher also observed the task of the students in line with presentation too in the schoology. So, when the teacher or the students can not met in the class, the learning process can held in the schoology. The assignment that the researcher have observed was the final test assignment on Sunday 30<sup>th</sup> of June 2019. The final test assignment was about promoting product. So, the students make a video about promoting a product.

The aim was same to make the students want to speak in front of the class or in the public. In the observation in the class, the teacher divided the students into some groups. Each group consisted of two person. Then they presented their work in front of the class. There was a group that wanted to present their tutorial



speech to make a popcorn. Agustina as a chef and Zakiyah as an assistant chef. The students were Agustina and Zakiyah.

- Agustina : "Good afternoon guys"  
The students : "Good afternoon"  
Agustina : "Here, we would like to show you how to make a popcorn. Ok, guys do you like popcorn?"  
The Students : "Of course"  
Agustina : "But before we start it, let me to introduce ourselves my name is agustina and ..."  
Zakiyah : "My name is zakiyah"  
Agustina : "Before we make a popcorn, we would prepare the ingredients and the materials. The materials are spoon, plate, stove and pan with the cover. And the ingredients of course the intants popcorn."  
Zakiyah : "The first step, open the popcorn into pan and turn on the stove with small fire and close the pan. Shake the pan and wait the minutes until brown. You can shake with dancing. Are you hear pop pop pop. Turn of the fire and popcorn is ready. Ok guys it is finish. You can add some caramels or like BBQ, chocolate and what do you want."  
Agustina : Ok guys I think that is all from us thank you for your attention.

**(Field Note on Monday 29<sup>th</sup> of April 2019)**

The teacher choose student's presentation technique to make the students speak naturally. The teacher avoid reading the book in a public speaking class. So, the teacher in the class really want the student to speak naturally without ready any book or text. Student's presentation technique can help it. The teacher said that student's presentation is one of the most efficacious in teaching technique.

3.1.2 The student's problem in the learning process of Public speaking that taught by the teacher in the 2<sup>nd</sup> semester students in Department of English Education at Muhammadiyah University of Surakarta.

Based on the researcher's observation and interview from the teacher and the students, there were some problem that appeared in the learning process. The problems were occurred on the students. The problem that the researcher got was from the students. The students have a problem in a grammar and the pronunciation. This problem occurs repeatedly. Mostly, the problem from the students were in grammar and pronunciation.

The researcher have observed 25 students in a K class at public speaking class. Then, the researcher found 40% students were make wrong grammar and 60% students were spoke the wrong pronunciation. The wrong pronunciation and grammar would mentioned bellow.

a. Wrong pronunciation

Dea : Bowel > Bowl

Nurlailia : - Skissor > Scissors

- Fingjer > Finger.

Findia : Metod > Methods

Abita : Miror > Mirror

Marla : Heat > Head

b. Grammtical Mistakes

Lita : - We will demonstration about

- The material are

Anita : Pour 100 of water

**(Field Note on Monday 29<sup>th</sup> of April 2019)**

Those wrong grammar and pronunciation occurred when the students were presented their work. The wrong grammar and pronunciation were corrected by the teacher after the presentation. The correction from the teacher was one by one from each group. Not all of group members that consisted of two until three persons make a mistake. Just one in each group or two that did a mistake. The correction will be showed on the third research question.

The field note above was supported by the explanation from Mrs. S. The teacher said that the problem was the students still make a wrong grammar and spoke the wrong pronunciation. It was proven with interview with the teacher of the public speaking class bellow.

“The problem that often occured during the presentation was about grammar and pronunciation from the students. When the students were came in front of the class, I did not know maybe the students were nerveous or anything but there were something wrong in their grammar and pronunciation.”

**(Interview with Mrs. S on Friday 16<sup>th</sup> of August 2019)**

It was true that grammar and pronunciation was the problem of the students in a public speaking class. Although they can spoke naturally in front of the class but

they might forgot about the right grammar and right pronunciation. This argument supported by the argument from the student bellow.

“Yes, it was true after the presentation and got the feedbacks from the teacher mostly about grammar and pronunciation that were wrong. Because nervous so the dialog that we have understood sometimes it was wrong when we in front of the class. We also did not realized if it was wrong because when we in front the class yeah we just spoke what we can spoke without look book or any notes.”

**(Interview with Ms. G on Thursday 22<sup>nd</sup> of August 2019)**

The students were realized that they often got feedbacks about their wrong grammar and pronunciation. To speak in front of many people was difficult thing. It was a normal thing if we felt nervous when presented a work.

3.1.3 The solution of the teacher to solve the problem in the learning process of Public Speaking that taught by the teacher in the 2<sup>nd</sup> semester students in Department of English Education at Muhammadiyah University of Surakarta.

The teacher solve the problem by giving feedbacks in after presentation. When the students were presented the tutorial speech in front of the class, the teacher wrote down some feedbacks delivered to the students after all of the group have done the presentation. The feedbacks gave to the students were one by one. Although they were presented in a group but the feedbacks were one by one. The solution from the teacher will be explained bellow:

a. Solution of Wrong Pronunciation

This is the example of wrong pronunciation done by the students. There was a students that spoke wrong pronunciation. Then the teacher will gave a feedback and spoke the right pronunciation then imitated by the students.

1) Bowel > Bowl

The teacher : And then Dea, it is not bowel. What is *mangkok* in English? Bowl. Can you mention bowl three times Dea?

Dea : Bowl bowl bowl.

The teacher : Thank you.

2) - Skissor > Scissors , - Fingjer > Finger

The teacher : Nurlailia you said, what is *gunting* in English? Not skissor. Actually, there is sc pronoun in scissor but the c pronoun is not read. So, read sissor not skissor. So, Nurlailia please mention sissor three times.

Nurlailia : Sissor, sissor, sissor.

The teacher : Thank you. And then, it is not finjer. So, become an English students do not say. What is *jari* in English? Yes so, finnger not finjer. So, can you mention finnger three times?

Nurlailia : Finger

The teacher : Not finger.

Nurlailia : Fingger, fingger, fingger.

The teacher : Good, thank you. Do not repeated it again.

3) Metod > Methods

The teacher : And then Findia, it is not metod but method. So can you mention method three times?

Findia : Method, method, method.

The teacher : Thank you very much.

**(Field Note on Monday 29<sup>th</sup> of April 2019)**

b. Solution of Grammatical Mistakes

Besides the wrong pronunciation, the wrong grammar was still being done by the students. Sometimes, it was difficult to speak in a public. We must give pay attention to the sentence pattern. Moreover, we were in the nervous situation and must speak with the correct grammar. This was the example of wrong grammar.

Then teacher gave the correct grammar.

“Now, I want to give you feedbacks one by one. So start from group 1. In the group 1 Lita said we will demonstration about so what is wrong about this? The correct grammar was we will demonstrate about. Because, demonstration is Noun. So, it is forbidden if after will Noun. After will it should be verb 1. Then the material are. This is wrong because your materials more than one. So it must be the materials are.

**(Field Note on Monday 29<sup>th</sup> of April 2019)**

From the explanation above, the teacher gave feedbacks in the last of learning process or after the presentation. The teacher used repetition method in every feedbacks. The teacher explained to the students about their mistakes. Then, the teacher asked to the students repeated the mistake word. So, it was included into repetition method. According to Schegolff (1987) repetition is a human activity that repeated every times and not to mention the careless behavior. It means that, repetition was repeated an activity. Repeated activity as a human like in the morning we take a shower and it repeated in the evening we repeated to take a shower again. It was used by the teacher in a Public Speaking class to solve the problem of the students in the class. The teacher always said that can you mention this word three times.

“The solution is the teacher think to find the right method to the students for example repetition. Repetition is s method that I think is

effective to apply. Repetition is one of method to memorize something, in this case is word. The function of repetition is that the students did not repeat the same mistakes in the next meeting.”

**(Interview with Mrs. S on Friday 16<sup>th</sup> of August 2019)**

To find the solution of the problem faced by the students is important. The teacher must found the right way to solve the problem in the class. All of the problem that faced by the students must solve clearly by the teacher.

“So, after the presentation there will be a feedback from the teacher. The feedback was really help us to remember if we ever mentioned a wrong sentence and wrong pronunciation. The teacher was very patient so if we have something wrong then the teacher gave the right answer with spoke the right word three times. So, definitely remember.”

**(Interview with Ms. Z on Thursday 22<sup>nd</sup> of August 2019)**

### **3.2 Discussion**

Based on the analysis data above, it can be concluded that the teacher in the public speaking class used student’s presentation technique. According Shea (2009: 18-36) the appropriate technique to teach public speaking class is student’s presentation technique. The teacher used student’s presentation technique in public speaking class at K class. Besides that, the researcher found the problem in the learning process and the way to solve the problem by the teacher. The problem was in the grammar and pronunciation from the presentation of the students. The teacher solve the problem with used feedback and repetition method. For more detailed will be explained bellow.

The technique used by the teacher was student’s presentation technique. In the K class that the researcher have observed, the learner gave task to the students to make a tutorial speech. Then, the students must finished the task in a group. After that, the students presented their work in front of the class. It was clear that student’s presentation technique was applied in this class. All of the students must come forward and presented their tutorial speech. While the students presented their work, the teacher wrote the feedbacks to all of the students. The feedbacks contain the problem from the students. After all of the students have done the presentation, the teacher told the problem to the students one by one. Then, the teacher gave the solution to the students. The teacher used repetition method to solve the problem.

From the discussion above, the researcher will compare the finding between this research with the previous research. This research used student's presentation technique in public speaking class. While Madu Ratna (2008) used information gap, jigsaw, role play and stimulation technique. The difference between this research and her research is in the use of technique to teach public speaking. This research used one technique that was student's presentation technique while her research used four technique that were information gap, jigsaw, role play and stimulation technique. The other research was from Miss Mariyum (2018) her research used interesting media technique while my research used student's presentation technique. Her research used interesting media to attractive the students. This research used student's presentation technique to make the student speak confidently.

The student's presentation technique was implemented by the teacher in public speaking class. It was appropriate with Shea (2009: 18-36) stated that public speaking task was appropriate in teaching English. This technique can make the students speak confidently. The teacher asked the students to choose the theme that they liked and presented it in front of the class. So, the students can talk with confident because they speak about the thing that they liked.

#### **4. CONCLUSION**

Public speaking is a difficult major to learn by the students. The students must speak in front of public with the correct grammar and pronunciation. The students must memorize and understand the text before the presentation. So, when the students presented their work in front the public they did not brought any text. Moreover, the students must be able to control the nervous and the confidents to speak in a public. Public speaking is one of speaking class that have many challenges to the students. The students must have high self-confident, good grammar and good pronunciation.

The teacher that taught the public speaking class should have an interactive technique to train the students in order to speak in a public with good grammar and pronunciation confidently. In public speaking class at Muhammadiyah University of Surakarta the teacher used student's presentation

technique. So, the students must presented the work in front of the class in every meetings. The students presentation technique was help the students to speak in a public because the variation of theme in each presentation. In the first meeting used interview theme, then in the second meeting used promotion theme and so on. When the students presented their work, there were some problems faced by the students. Mostly, the problems were grammar and pronunciation. To solve the problem the teacher used feedbacks after the presentation. The teacher explained the feedbacks to the students until the students understand.

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