

**ANALYSIS OF STUDENTS' SPEECH DELIVERY
IN PUBLIC AND ACADEMIC SPEAKING CLASS
OF THE FIFTH SEMESTER TBI STUDENTS 2023 BATCH
AT STATE ISLAMIC UNIVERSITY OF DATOKARAMA PALU**

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ABSTRAK

Penelitian ini merupakan penelitian kualitatif untuk menganalisis penyampaian pidato 26 mahasiswa semester V Program Studi Tadris Bahasa Inggris Angkatan 2023 Universitas Islam Negeri Datokarama Palu. Terdapat dua pertanyaan penelitian: (1) Bagaimana cara mahasiswa menyampaikan pidato di kelas *public dan academic speaking*? dan (2) Apa saja kesulitan yang dihadapi mahasiswa dalam menyampaikan pidato? Instrumen yang digunakan dalam penelitian ini adalah observasi dan wawancara. Observasi dilakukan selama lima kali pertemuan, sedangkan wawancara dilakukan secara terstruktur dengan lima pertanyaan. Dari hasil observasi, ditemukan beberapa hal. Mahasiswa membuka pidato dengan salam, pertanyaan, kutipan, pernyataan, pantun, dan humor. Kontak mata mengalami peningkatan ketika mahasiswa dapat mengendalikan rasa gugupnya. Ekspresi wajah dan gestur tangan juga menjadi perhatian mahasiswa di setiap pertemuan. Pada awalnya, mahasiswa masih menyilangkan tangan di dada, menunjuk, menggaruk, dan mengangkat tangan di pinggul. Namun, pada pertemuan berikutnya, mereka bisa melakukannya dengan lebih baik. Mahasiswa dapat menyesuaikan intonasi suara dengan isi pidato. Mahasiswa mengakhiri pidato dengan kutipan, pertanyaan, puisi, humor, dan pernyataan persuasif. Beberapa kesalahan dalam pengucapan dan pengulangan kata terjadi saat mahasiswa menyampaikan pidato. Dari hasil wawancara, mahasiswa merasa kesulitan mengingat poin-poin penting dalam naskah pidato mereka. Mahasiswa menyatakan bahwa kegugupan adalah masalah terbesar mereka selain kurangnya rasa percaya diri saat menyampaikan pidato. Namun, mereka dapat tampil dengan baik dan mengurangi kegugupan mereka jika mereka mempersiapkan diri dan berlatih dengan baik.

Kata Kunci : Analisis, Penyampaian pidato, *Public speaking*

ABSTRACT

This is qualitative research to analyze speech delivery of 26 fifth semester students of English Tadris Study Program 2023 Batch at State Islamic University of Datokarama Palu. There are two research questions: (1) How did the students deliver speeches in public and academic speaking class? and (2) What difficulties the students face in delivering speeches? The researchers applied observation and interview as the instruments. The observation was conducted for five meetings, while the interview is a structured interview consisting of five questions. From the observation, several points are highlighted. The students opened their speeches with greetings, questions, quotes, statements, rhymes, and jokes. Eye contact maintenance improved as they could maintain nervousness. Facial expressions and hand gestures also become their attention in every meeting. At first, they still performed hand crossing on chest, pointing, scratching, and hand lifted on hips. However, they did better on the next meetings. They could adjust their voice tone with the content of speech. The students ended up their speech with quotes, questions, poems, jokes, and persuasive statements. Some errors in pronunciation and repetitive words occur while the

students deliver speeches. From the interview, the students found it hard to remember key points in their speech script. The students state that nervousness is their biggest problem besides lack of confidence when delivering speeches. However, they could perform well and reduce their nervousness whenever they prepare and practice well

Keywords : Analysis, Public speaking, Speech delivery

INTRODUCTION

Being able to speak is one of the basic skills in human life. The ability to communicate well is definitely human need in order to be able to narrate words that exist in human brain. Mind, the most valuable asset of human, is responsible to help human think and express words clearly (Tracy, 2008: 1). Humans start speaking at the early age when all the speech organs are ready to produce every sound in their first language that can become the fundamentals of acquiring and learning other target languages.

Speaking is one of productive skills besides writing. By speaking, humans produce language through their speech organs to communicate. The ability of productive skills depends on the comprehension of receptive skills. The ability to speak can be achieved by imitating and training. Imitating can be performed by copying how adults speak, while training can be practiced with guidance from adults (Safitriani and Jayadi, 2021: 2). In other words, how people speak is the result of what they listen from other people.

Public speaking is a performance-based skill. Public speaking is a process, act, and art of delivering speech in front of the audience (Nikitina, 2011: 10). The purpose of delivering speech in public is not only about the ability to stand up in front of audience and deliver a speech, but also to influence the audience and to cause a change in their mindset with the speech.

In English Tadris Study Program of State Islamic University of Datokarama Palu, the subject of Public Speaking is combined with the subject of Academic Speaking. Therefore, the first half of the semester, the students are given the material about Public Speaking. After the mid semester examination, they are provided

with the material of Academic Speaking. Basically, both public speaking and academic speaking are performance-based subjects combined into one. This is the fourth speaking subject they have to take after interactional speaking, transactional speaking, and argumentative speaking subjects. This subject is designed to prepare and deliver purposive public speaking skill including constructing, performing speeches and speech analysis.

In delivering a speech in public speaking, people should maintain their self confidence in front of many people. Confidence is not only as a formula to create a successful public speaking but also the key to achieve the success itself (McFarland, 1961: 58). Students of English Tadris Study Program are provided with this subject in order to prepare them not only for proposal seminar presentation and thesis examination but also for their career life after graduation. Building confidence is not easy especially if it is their first time to perform public speaking.

Confidence is not the only factor that should be maintained in order to create an excellent speech delivery. The key point of speech is the content of the message delivered to the audience. The message can be the verbal and nonverbal ones. The verbal one refers to the words uttered, while nonverbal ones include personal appearance, posture, gesture, body movement, and eye contact (Schreiber and Hartranft, 2013: 4). Nonverbal components in public speaking undoubtedly can give power to the speech to catch the audience's attention. Powerful speakers maintain this nonverbal communication because they believe that it can build their credibility and believability (Genard, 2007: 27).

The class of public and academic speaking of fifth semester students of

English Tadris Study Program emphasizes on the way the students construct their speech, prepare for delivering and present it in front of the class by considering the verbal and nonverbal components stated previously. Some presenters cannot get away from their script paper like they usually read books. However, speaking and reading are two different language skills. Reading is receptive language skill, while speaking is productive language skill. Speaking has more formality than talking, but has less formality than reading. When people read, they do not need any nonverbal components

(<https://open.lib.umn.edu/publicspeaking/chapter/14-1-four-methods-of-delivery/>).

However, students need to learn delivering speech by not reading their concept in front of audience. Reading the concept should be placed on the step of preparation, not performing.

Performance anxiety often comes at the moment of public speaking presentation, especially when it is the first speech. However, dealing with it is not always easy, yet there is strategy used to minimize it. The students deal with performance anxiety in every meeting of the class when it comes to their turns to perform. Performance anxiety is classified into physiological and psychological anxiety. Physiological anxiety refers to the respond of body to the feared event, while psychological anxiety deals with the mental worry triggered by the performance (Jaffe, 2016: 20). The students learn to overcome this performance anxiety every time they perform. The more they practice, the more their anxiety will fade away.

There are several previous researches related to public speaking. One of those researches is the research applying descriptive method conducted by Siti Sahara, Zulaikah, and Jelita (2021) entitled "Students' Speaking Problems in English Presentation". The result of the research reveals that psychological problems are the most often occurred. The others are the problem of vocabulary lack, and inaccurate grammar and pronunciation. Another research is conducted by Neviana Wahyuni, Rismaya M, and Endang S. The research is

entitled "Students' Speaking Problems in Speech Subject". The result of the research is that the students encountered both linguistic and non-linguistic problems. The linguistic problems involved fluency and comprehensibility, while non-linguistic problems included eye contact and gestures.

In this research, the researchers analyzed the students' speech delivery. The purpose of this research is to observe how the students deliver speeches and to find out the difficulties the students face in speech delivery. There are two research questions: (1) How did the students deliver speeches in public and academic speaking class? and (2) What difficulties the students face in delivering speeches?

RESEARCH METHOD

In conducting this research, the researchers applied a qualitative approach. Qualitative research is a type of research which aims at discovering the underlying motives of a behavior (Kothari, 2004: 3). The way the data presented is by narrating the findings, not by statistical data. The design of this research is case study. Case study is the intensive investigation of a particular behavior (Singh, 2006: 148). The reason of why the researchers decided to apply this design is to discover deep inquiry of the research questions related to the students' speech delivery.

The researchers applied two instruments to answer the research questions. They are the observation and the interview. The observation was conducted five times, while the interview was administered by asking 26 fifth semester students in public and academic speaking class as the respondents.

RESULT AND DISCUSSION

The researchers conducted the observation for five meetings. There were several points that the researchers paid attention, such as eye contact maintenance, facial expression, hand gestures, and voice tone. The way the students opened and closed their speeches also became the researchers' points to review.

On the first meeting, the students were instructed to deliver free topic speech.

They were allowed to construct the script at home and practice it. The duration of the speech is three until five minutes. Most of the students began their speeches with greeting and statements. However, the rest tried to start their speeches with questions, quotes, and even rhymes. In this meeting, they still found it hard to maintain eye contact to the audience. Most of them looked at the ceiling or at one point in the corner to handle their nervousness. Their facial expressions were flat. They tended to look up at the ceiling for memorizing the speech script. Some of the students had performed the hand gestures they learned in the theory, but the others still did unnecessary gestures such as crossing hand on chest, scratching, and lifting hands on hips. They did not walk or move from their place during the speech delivery. They still found it hard to maintain their voice tone for they tried to memorize every single word they wrote in their script. Most of the students ended their speeches with a conclusion, a story, a quote, and a joke. There were still errors in pronunciation found. Repetitive words also existed.

On the second meeting, most of the students began their speeches by greeting and directly telling the topic to the audience. They delivered free topic speeches in four until six minutes. The topics related to building good habits, nutritious food, live journey, personal branding, preserving environment became the most favorite topics. Eye contract maintenance was better than before. They did not look up at the ceiling anymore, but just looked straight ahead. They learned to construct a draft of highlighting points of their speech. However, some still tended to apply memorization technique. On this meeting, the students had controlled their facial and hand gestures, even though there were still some performed hand crossings, pointing and scratching as their habit when delivering speech. Some of them tried to maintain their voice tone to adjust the content of their speech. Most of them closed their speech with statements, quotes, and questions. The rest preferred to use jokes and poems to end their speeches. Two participants performed their speeches by bringing related property.

On the third meeting, the students delivered speeches with selected topics. The researchers provided several topics and determined the students who would deliver certain topics in five minutes. The topics were focused on personality building such as building confidence, building good habits, the effect of social media, overcoming laziness, how to enjoy studying, being punctual, nutritious food, mental health awareness, the effect of good sleep, developing emotional intelligence, developing personal brand, and overcoming procrastination. Most of the students opened their speeches with related questions, quotes, and some of them preferred to use jokes to get audience's attention. They got accustomed to maintain eye contact by looking at the area between eyebrows. Most of them already learned to use appropriate facial and hand gestures. Some of the students already adjusted their voice tone with the speech content. There were students having low voice while delivering speech for they were in the process of building their confidence. When they forgot what to say, their friends who were also the audience gave them applause to keep continuing. On this meeting, most of the students ended up their speeches by persuading closing statements, since the topics they raised were persuasive speeches. Pronunciation errors existed on the words such as first, reduce, agriculture, vehicle, and increasingly.

On the fourth meeting, the topics of the speech were still same as the previous meeting. The difference is the researchers gave freedom to the students to choose what topics they preferred among the topics provided. Most of them started their speeches with questions, although the rest started theirs by directly informing the audience the topics they chose. They were able to maintain eye contact with longer duration as well as using appropriate facial expressions and necessary hand gestures during the speeches. They even improvised their performance with walking around the stage to get the audience's attention. Their voice tone was much more natural compared to previous meetings. They knew how to adjust voice tone with their facial and hand gestures. Although there were some of them

having unclear voice while delivering speech, their performances improved much. Some of the students ended their speech with statements, and the others with quotes.

On the fifth meeting, the students were instructed to deliver speeches with the topics they considered important in their lives. What makes this session different is that there was the question-and-answer session. The audience would ask one question to one performer right after the performer ended up his/her speech. The objective of this part is that the researchers needed to see how the students dealt with the questions with authentic English while controlling their nervousness and maintaining their nonverbal communication such as eye contact, facial expression and hand gestures as well as voice tone. The result is some students could handle the questions very well, while the others still needed improvement. Pronunciation errors, pauses, and repetitive words still existed. However, they tried to provide relevant answers to the questions.

After conducting the observation for five meetings, the researchers then administered the structured interview to 26 students. The students were divided into two. On the first day, thirteen students were interviewed. The other thirteen were interviewed on the next day. There were five questions that the students had to answer. It consumed five to seven minutes to interview one participant.

The first question was "What did you feel when you delivered speech in front of class for the first time?" Most of them said that they were nervous. Several symptoms of nervousness they felt were could not maintain eye contact, body shaking, forgetting important point in speech, and pounding heart. There were also some of them felt afraid of making mistakes such as pronunciation errors, grammatical errors, or inappropriate vocabulary when performing. They also felt lack of confidence, so that they were insecure with what they talk about.

The second question was "Did you construct the script of your speech?" All of them answered yes. They constructed the script of their speech. This is one of the

steps of preparation before delivering speech. The students were given one week to prepare and practice their speech at home in every meeting.

The third question was "What difficulties did you face in delivering speech?" Most of them answered that they found it hard to remember the key points of their speech. The others said that they found it hard to overcome nervousness, while the rest struggled with lack of confidence, difficulties to improvise facial and hand gestures.

The fourth question was "How did you deal with the difficulties?" Most of the students agreed that by being well-prepared and well-practiced with their speech, they could manage to handle any difficulties they faced. The other suggested to practice inhale-and-exhale breath technique before coming to the stage for performing. It would help them relaxed and enhance their self-confidence.

The fifth which is the last question was "What is the biggest problem you face in public and academic speaking class?" All of them said that it is overcoming nervousness. Due to nervousness, they struggled to stay calm at the stage, utter words with accurate pronunciation, remember the content of script they have already practiced, use appropriate gestures and facial expressions.

CONCLUSION AND SUGGESTION

Having observed 26 fifth semester students in public and academic speaking class for five meetings and interviewed them one by one, the researchers conclude several points related to the students' speech delivery. The students opened their speeches with questions, quotes, statements, rhymes, and jokes. Maintaining eye contact is a part of nonverbal communication in speech delivery. The students learned and tried to make eye contact to the audience from the first meeting, and became better on the next meetings. The more they could handle their nervousness, the more they were able to maintain eye contact. Facial expressions and hand gestures are two points that the students practiced in every meeting. At first,

the students still performed hand crossing on chest, pointing, scratching, and hand lifted on hips on the first and second meeting. However, they did better on the next meetings. Voice tone also improved on the fourth meeting along with their ability to recall the key points of their speech. The students ended up their speech with quotes, questions, poems, jokes, and persuasive statements. Repetitive words and pronunciation errors occur while the students deliver speeches. Nervousness becomes their biggest problem in delivering speeches. By being nervous, they underwent several symptoms such as body shaking, being unable to maintain eye contact, forgetting key points of speech that can cause them to be less confident and uncomfortable on the stage while delivering speeches. The more they prepare and practice their speeches, the more confident they are to deliver speeches, and the more they are able to perform their speeches with appropriate voice tone, eye contact, facial expression, and hand gestures

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