The Teaching-Learning Process of Public Speaking from An Ethnographical Perspective

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Abstract

This research aims to explore how the application of public speaking at an English course in Pare, Kediri, East Java. This research is a qualitative research in the form of ethnography study on English course in Pare, Kediri, East Java. The participants of this research are the teacher and students from public speaking class of English course in Pare, Kediri, East Java. The data are obtained through interviews, observation, and document analysis. The findings of the research indicate that public speaking class of English course in Pare uses four techniques for teaching in class. There are three speech techniques consisting of impromptu speech in the placement test to select students, introduction speech to describe their name or background and storytelling speech with different themes to express their ideas and knowledge. Further, in the beginning, class, the teacher gives motivational words called 'the power word'. Moreover, the teacher applies a discussion forum in the class called dialog in forum. Lastly, the teacher gives feedback of strengths and weakness from students' performance.

Subject Areas

Public Speaking

Keywords

public speaking; ethnography study; English course

1. INTRODUCTION

One of the mastering skill is speaking. It is crucial because many people can start the conversation with others, such as giving an idea and sharing the information. Speaking is applied in formal school from elementary school up to universities including (Yulia, H., & Aprilita, N. 2018). The problem of speaking skill can be solved by the right technique on the students' needs. The students will like the suitable technique and fun; the teachers should create a fun and exciting technique which the students can freely speak in the classroom for the teaching-learning process (Wahyuni, 2018). There are some problems for speaking skill such as inhibition, lack of topical knowledge, low participation, and mother-tongue (Tuan, N. H., & Mai, T. N. 2015). Public speaking is an effective solution

communication. Public speaking is a way of making one's idea public of by sharing them with the others and influencing other people (Lucas, 2009). It means that public speaking is the key for communication technique used to motivate and persuade other people. Public speaking has not only an important impact on society, but also has influences in terms of education field. Therefore, the suitable and creative technique would be favored by the students and consequently the teachers should create an entertaining and interesting technique which allows the students to speak freely during teaching and learning process in the classroom (Wahyuni, 2018). In Indonesia, there are many public speaking programs in non-formal education. The non-formal education has identical mission as the formal institution which is to provide the best services for the community (Hikmah, N., & Siregar, S. H, 2017). As a non-formal education, English course has increased their fame among students. Number of services offered by several institutions are varied based on students' grades and needs. Many parents are willing to pay these expensive courses for their children to be able to learn and speak English fluently. These English courses implicate teaching preparation and mastering English subject materials (Karmala. 2018). One of these courses is at Pare village located in Kediri, East Java. Pare village is a phenomenal place for providing various techniques in learning English's public speaking and are considered to have more effective and efficient methods compared with the other places. Public speaking is essential for business, career, teaching, and job. A large variety of professions needs essential asset like public speaking (Wörtwein et al., 2015). Considering that the high-interest of students to learn in English courses, the researcher carry out investigation in an English course in Pare, Kediri, East Java to describe the teaching-learning process of public speaking. Therefore, the researcher can explore the methods of culture such as classroom activities, teaching procedure, objective teaching learning, and teaching media.

1.1. Non-Formal education

Non-formal education is different from formal education in term of its flexible curriculum and methodology. Learning process in non-formal education is designed depend on students' needs, therefore curriculum and methodology are settled by the interest of students, in term of its purpose and arrangement (Grajcevci, A., & Shala, A, 2016). The examples of training programs in non-formal learning is social community institutions namely libraries, music schools, foreign language schools, community centers which arrange their courses for various skills such as musical instrumental, dance, theatre, sports, painting, etc (Tudor, 2012). According to Indonesian Law of National Education System in article 26 constitutes : (1) non-formal education is given to society who need educational services that function as alternatives, enhancement, and/or complementary of formal education in order to support permanent education. (2) the function of Non-formal education is to evolve the capability of students with an affirmation on learning functional knowledge and skills and establishing professional attitudes and personalities. (3) non-formal education encompasses life skills education, pre-school education, youth education, education for women empowerment, literacy education, skills education and job training, equality education, and other education, which are aimed at developing students' abilities. (4) non-formal education units compose of course institutions, training institutions, learning groups, learning activities community, and resemblance educational units. One of non-formal education is English course where the teaching process is prepared by mastering English materials (Yuniastuti, 2015)

1.2. Public Speaking

The most important type of communication skills is English speaking skill which is needed to be learned by the students (Tamimi, 2016). In fact, many students could pass exams with ease, but they faced difficulties to express and communicate in English (Jay-ar et al., 2018). 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. Most of the people think that public speaking is identical with a big stage, a microphone, the clapping before entering, large amount of audience listening to what we say; but, they did not consider that talking with our teacher, our husband/wife, our best friend, and doing job interview are all, in fact, form of public speaking (Liotto, 2018).

Public speaking is a way of making one's idea public of by sharing them with the others and influencing other people (Lucas, 2009). It means that public speaking is the key to communication technique used to motivate and persuade other people. According to Lucas (2009), there are three major differences between conversation and public speaking : First, public speaking is more highly structured. The speakers deliver their purpose in the speech itself, so public speaking requires preparation and detail planning. Secondly public speaking requires more formal language, and thus speakers have to avoid slang, jargon, and grammatical mistakes to anticipate a negative reaction from the audience. Lastly, public speaking requires a different method of delivery. A public speaker avoids distracting mannerisms and verbal. Not only the teacher or lecture must develop and arrange components of public speaking to be preferable, but also students have to be prepared to practice public speaking in any kind of language (Nawi., 2015)

Not only public speaking has an essential impact on society, but also public speaking influences in terms of education. A public speaking class contributes to develop students' character and behaviour because it gives an inspiring, thrilling and motivational experience to students (Liotto, 2018). There are some previous researches about public speaking. One of them was conducted by Laili (2015). The purpose of her study was to investigate how oral presentation technique can improve students' public speaking skill at MAN Trenggalek. Her research resulted that the students' participation during teaching and learning process were improved and oral presentation skill as a teaching and learning technique can improve students' public speaking skill effectively.

The second one entitled *Improving Students' Speaking Achievement Through Public Speaking Tasks* was conducted by Sari (2012) from Negeri Medan University. This study was conducted by using classroom action research and its result showed that the students' learning improvement can be seen from the percentage of the students' speaking achievement in the test.

2. METHOD

This research was conducted at an English Course in Pare, Kediri, East Java. This research was qualitative research and the researcher applied ethnographic study. In education field, ethnographic research is used to describe teacher's and students' behavior; needs, interactions, language use, etc. The ethnographic method was conducted by doing participant-observation in order to describe or

explain people's activities in a community (McGranahan, 2018). Ethnography involves conceptualization and meaning made within the theory–data interaction from the researcher's fieldwork experience. It implies that the researcher employed a continuous process of revision and adaptation of techniques and strategies deliberately as data emerge (Ayala, R. A., & Koch, T. F., 2019). Spradley (1980) said that ethnography is a culture-studying culture. It consists of a body of knowledge that includes research techniques, ethnography theory, and hundreds of cultural descriptions. The achievement of ethnographer or researcher is to provide a description or explanation of how people behave in a community (figure 1).

The source of data used in this research was taken from some techniques namely events, informants, and documents. The events referred to the activities in public speaking class of English course in Pare, Kediri, East Java. The informants were the teacher and twenty students from public speaking class. The documents were the textbook from an English course, the recording's transcription, pictures, and interview transcription. The collecting data techniques in this research were observation, interview, and document analysis. The observation was conducted at an English course in Pare, Kediri, East Java to assess students' activities, learning progress, and performance. The researcher also used camera to collect documentation during teaching and learning process. The interview towards the teacher was conducted to explain the application of public speaking, teacher's personal information, working experiences, and components of teaching process and factors which influence teaching process. The researcher also interviewed students to find out their responses and to comprehend students' experiences of learning public speaking.
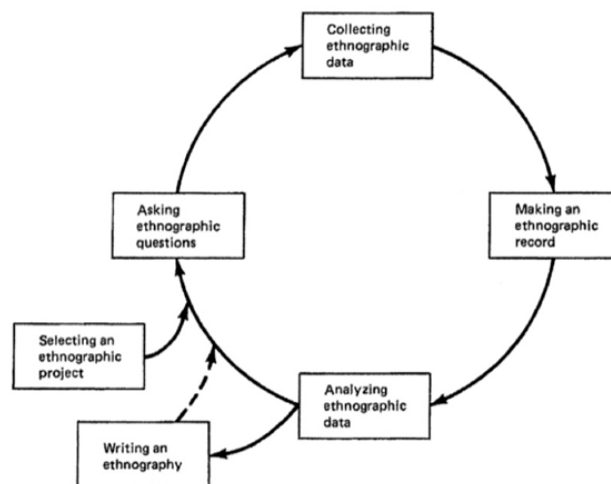

Figure 1. The ethnographic research cycle adapted from Spradley

According to Merriam (1998: 91), the three major types of documents that could be analyzed are public records, personal documents, and physical material. The public records were taken from the records of the learning process of public speaking class and the recorded transcription. The personal documents were in form of pictures and videos. The physical material was the textbook from the public speaking class. Creswell (2007) suggested that there are eight commonly used strategies which can be employed in qualitative research to verify the trustworthiness of the research. Those eight strategies are: (1) prolonged engagement and persistent observation in the field, (2) triangulation, (3) peer review or debriefing, (4) negative case analysis, (5) classification of researcher's bias (reflexion), (6) member checking; (7) rich and thick description; (8) external audits. He also added that qualitative researchers should engage in at least two of those strategies in any given study. The researcher used triangulation to confirm findings by utilizing several methods namely observation, interview, document analysis, and member checking. These triangulation were conducted by sending back the transcription of the interview result to the subject matter of the research in order to check and confirm the data validity.

3. FINDING AND DISCUSSION

3.1. Finding

The purpose of this research was to describe the teaching-learning process of public speaking from an English course in Pare, Kediri, East Java. The teaching-learning process conducted for two weeks. The finding of this research showed which the teacher used three methods of speech for the teaching-learning process of public speaking. There were impromptu speech, introduction speech, and storytelling speech. For the first technique, the teacher used impromptu speech in the placement test to select students. The students were given different spontaneous questions, and they had one minute to explain, describe, explore their answer. The students were eliminated based on their confidence level, the English fluency, and the way they expressed their answer. Then, the teacher started to deliver the materials and give public speaking example using some techniques. After that, the teacher asked the students to practice public speaking using introduction speech to describe their name or identity in two minutes for each student, so that the teacher could indicate the students' weaknesses and strengths in term of idea, knowledge, and public speaking style. The students also used storytelling speech to tell either a fable story, their biography, or their experiences. While doing these speech, the students were using the textbook as a guidance. Moreover, they could also consult with the teacher about their problems in public speaking. For the second technique, before starting the class, the teacher not only greeted the students, but she also gave motivational words called 'the power word', for example *"I feel good, I feel gratitude"* and students were asked to repeat the power words. This 'power word' had successfully raised students' motivation in the class. Students felt relax and interested to learn the materials delivered by the teacher. For the third one, the teacher stimulated the students' speaking skill by arranged the students in a discussion forum in the class called a dialog forum where the student could ask his/her friends in building a dialog between students. Lastly, before ended the class, the teacher always reminded the students to read or study the new material used for the following day. The teacher also gave feedback to the students to evaluate their performance. There are two kinds of evaluation namely the daily evaluation of the students' performance and the final test evaluation. The daily evaluation was done the teacher by tell-

ing the students about their strengths and weaknesses in presenting their speech, giving the solution for students' problem and giving some suggestions on how to improve their performance. These evaluations made students felt contented with the teacher's feedback, and built the positive atmosphere in the class.

The data from the research used public records, personal documents, and physical material. The public records were taken from the records of the learning process of public speaking class and the recording transcription from the observation. The personal documents were pictures and video from the observation of public speaking class at an English course. The solid material was the textbook, which was made by the teacher from the public speaking class. The materials were adopted and taken from the textbook as teaching media which is made based on the teachers' experiences from Toastmaster International club and Mr. Kalend's doctrine (the first founder English course in Pare village).The researcher used two strategies which were triangulation to confirm several methods of the research findings, and member checking where the researcher sent back the transcription result of the interview to students of the research an English course to check and confirm that the data were plausible.

3.2. Discussion

One of non-formal education in the form of English course where the teaching process is prepared by mastering English materials (Yuniastuti, 2015). The teacher class prepared public speaking systematically in the classroom such the material, the time of explanation, and ice-breaking before she explains the material. Lucas (2009) stated, there are three significant differences between conversation and public speaking : (a) Public speaking is more highly structured. The speakers deliver their purpose in the speech itself, so public speaking needs preparation and detail planning. (b) Public speaking requires a more formal language. Speakers avoid slang, jargon, and bad grammar to ignore an adverse reaction. (c) Public speaking requires a different method of delivery. The practicing of speech in public speaking from an English course in Pare, Kediri, East Java applied more highly structured in speech, more formal language in the classroom, and using a different method of delivery. Based on reality, many students could pass exams, but they are difficult to express and communicate in the English language (Jay-ar et al., 2018). The students were challenged to express and communicate when they did practicing or performance in front of the class. Nawi (2015) said that a public speaker avoids distracting mannerisms and verbal. Not only the teacher or lecture must develop and make components of public speaking to be excellent ways of learning, but also students are prepared to practice public speaking in any kinds of language. In an English course Pare Kediri, students were prepared for being an excellent communicator in public, so they practiced many kinds of speech such as impromptu speech, introduction speech, and storytelling speech. The technique of impromptu speech with using the inevitable question can be used students to prepare in their career, university, or in the public place.

The quality instruction, input, interaction, and opportunities are needed students to make progress and to maintain motivation for English language learning (Alajab et al., 2015). The teacher of public speaking class imparted the evaluation of strengthens and weakness from their speech, so students felt contented with the teacher's analysis. Liotto (2018) stated that not only public speaking has an essential impact on society, but also public speaking influences in terms of

business. A Public Speaking class contributes to developing the character, the behavior, and the attitude of students because it helps giving an inspiring, thrilling, and motivational experience for students. It showed from the beginning of the class; the teacher always gave the words which were called the power words to motivate students such as (*l feel good, l feel gratitude*) and students repeated the power words. This method was a success to raise students' motivation in inside and outside of the class.

Previous research about Public speaking was done by Laili (2015). In her study about how oral presentation technique can improve students' public speaking skill at MAN Trenggalek. The research method used Classroom Action Research (CAR), the subject of the research was all students of Matematika dan Ilmu Alam (MIA-5), the research instruments are observation sheet or checklist, and test, the data were analyzed qualitatively and quantitatively. The result of this study shows that the students' participation during teaching and learning process improved in speaking skill and oral presentation skill as the technique in teaching and learning is sufficient to improve students' public speaking skill. Through this technique, the students also trained to be more active and confidence in speaking in front of the public. The second by Sari (2012) from Negeri Medan University, the title is Improving Students' Speaking Achievement Through Public Speaking Tasks. This study conducted by using classroom action research. The subject of the research was class XI AP2 SMK BM Taman Siswa Lubuk Pakam consisted of 32 students. The research conducted in two cycles and every cycle consisted of four meetings. The instruments for collecting data were an oral test for quantitative data and diary notes and interview for qualitative data. The students' improvement can be seen from the percentage of the students' speaking achievement in the test. It means there is an improvement in the students" speaking achievement by using public speaking tasks Related from the previous study. The research had a similar result that public speaking gave the excellent effect for improving the pronunciation, vocabulary, motivation, fluency, and confident to learners in speaking skill to speaking in front of the public.

4. CONCLUSION

The result of teaching-learning process of public speaking from an English course in Pare, Kediri, East Java used four techniques. Firstly, three techniques of speech. They are: impromptu speech which is only used in the placement test using spontaneous question, (2) introduction speech which is done to check the students' weaknesses and strengthens in public speaking skill, and (3) storytelling speech which is used to express students' idea by exploring their background, experiences, and telling fable. Secondly, the teacher gave motivation words called 'the power words' to motivate students. Thirdly, the teacher used a discussion dialog in the class called 'dialog in forum' to increase students' speaking skill, and active participant. Students directly practiced one by one in front of the class after the teacher explain the material from the textbook, so the teacher applied theory and practice equally. Lastly, the teacher gave the evaluation on students' strengths and weaknesses and their progress in public speaking in daily performances. Public speaking class of English course Pare, Kediri could help the students to improve their public speaking skill. From the placement test, the researcher could acknowledge that English course in Pare, Kediri, East Java has an established system. Public speaking class contributes in improving students' pronunciation, vocabulary, fluency, confidence, and motivation to learn English. Students got the motivation to

achieve their goals in the future through public speaking class of English course in Pare Kediri.

After the researcher concludes the teaching-learning process at public speaking at an English course, Pare, Kediri, East Java. The researcher would like to give some recommendations for the future study. This study was expected to give contribution to theories related with the teaching and learning process of English public speaking. The teacher should provide the stage room for the students to practice because they only practiced in the class, especially during the final test process. The teacher should create an innovative technique for teaching-learning process in dialog forum at public speaking class. It is also recommended for the future researchers to conduct a study in comparing the teaching-learning process of public speaking in formal and non-formal education.

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