THE EXPERIENCE OF LEARNING PUBLIC SPEAKING:

AN ETHNOGRAPHIC ON SULTAN AGUNG ISLAMIC UNIVERSITY

A FINAL PROJECT

Presented in partial Fulfillment of the Requirements to obtain the (*Sarjana Pendidikan*) Degree in English Education

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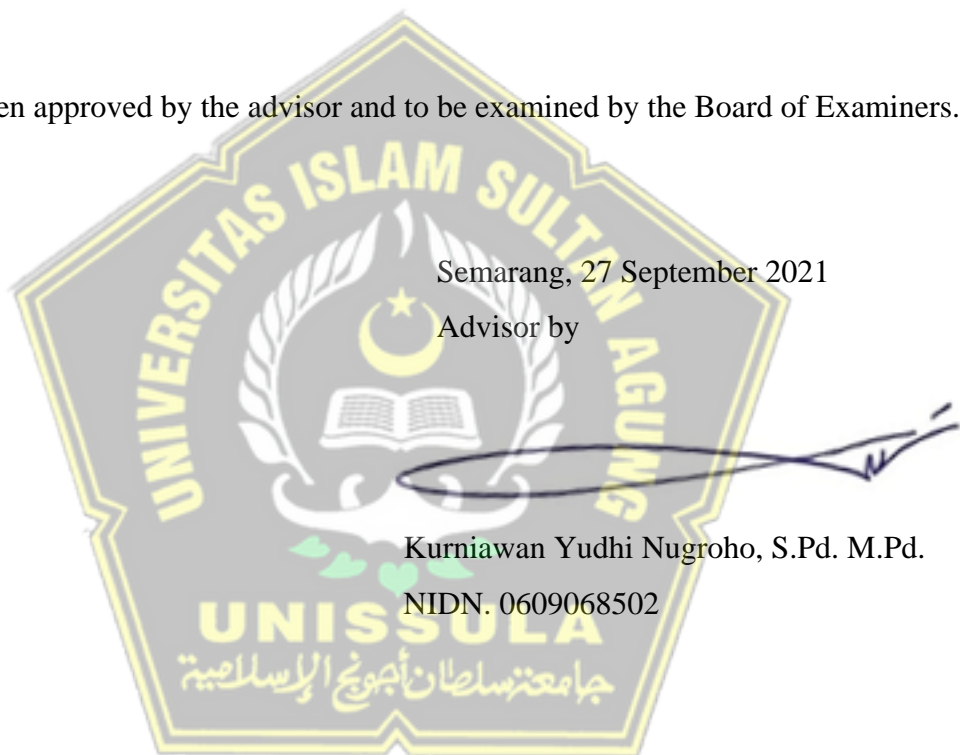
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Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

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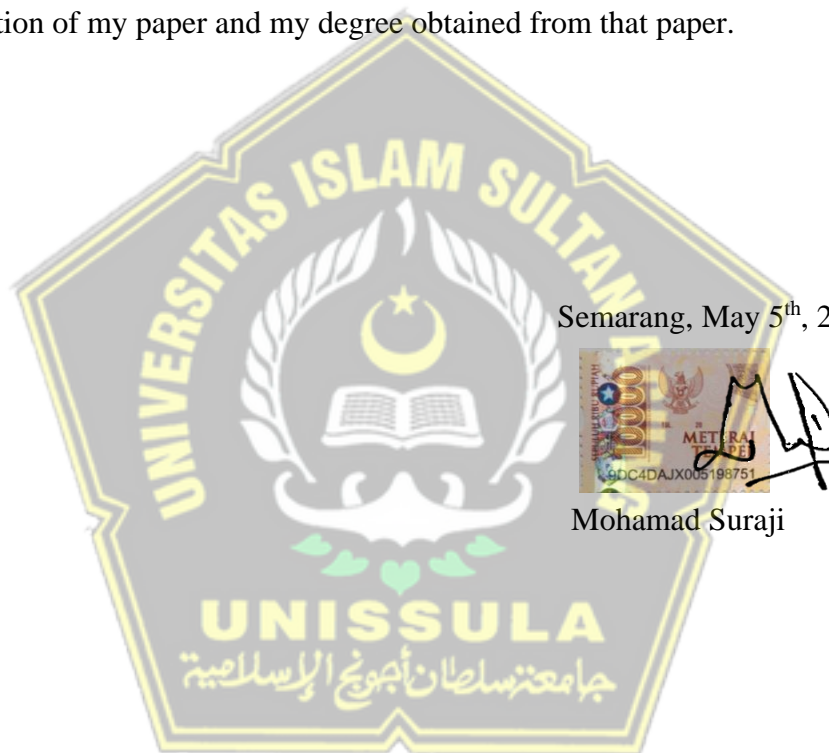
Motto and Dedication

Motto:

- ➢ With love and patience nothing is impossible
- ➢ Everything needs a process cause with that process we know what we exactly do
- ➢ Create the best, Do the best and for the best

Dedication

- ➢ Allah who always give his full of rohmah and blessing
- ➢ My beloved parents (Father: Jamin and Mother: Ngasemi) who always give their love support and pray for the fluency of finishing till the end of final project.
- ➢ My beloved my wife (Novi Sa'adah) who always accompanies, supports, and guides me.
- ➢ My beloved sister (Rasmi) who always give support and pray, thanks a lot for your help not only in finishing this final project but also in all of time of my live.
- ➢ Thanks for all of my English lecturers in Sultan Agung Islamic University who guided me in finishing this final project patiently.
- ➢ My beloved best friends (Anggi Fawait, Mohammad Abdul Barri, Cyintia Bella , and Bernan Sibghtullah Rabbani)

ABSTRACT

This research is based on The Experience of Learning Public Speaking: An Ethnographic on Faculty of Languages and Communication Science on Sultan Agung Islamic University. Public Speaking is the process communicating information to a live audience. The aim of this study is first and foremost to identify the challenges faced by students in English speaking programs. The second is to study how students overcome challenges in an English speaking program. This study uses a qualitative research approach. Interviews were used for data collection, while personal interviews were conducted with 6 students to collect more in-depth data about their challenges and how they overcome difficulties in speaking English in public. This study is essential to find out what he feels, he sees, he believes, and he gains from joining the real contribution. Based on the research, the results of this study indicate that there are many challenges faced by students when speaking in public. Challenges addressing linguistic and non-verbal issues include; remembering, pronunciation, vocabulary, words, fear and fear of making mistakes.

Keywords: Public Speaking, Challenges, Ethnographic

ABSTRAK

Penelitian ini didasarkan pada Pengalaman Belajar Berbicara di Depan Umum: Etnografi (Sebuah kebiasaan belajar mahasiswa) di fakultas bahasa dan ilmu komunikasi Universitas Islam Sultan Agung. Public Speaking adalah proses mengkomunikasikan informasi kepada sekelompok peserta secara langsung. Penelitian ini bertujuan untuk menentukan tantangan siswa dalam Program English Public Speaking. Kedua untuk menyelidiki bagaimana siswa mengatasi tantangan dalam Program Public Speaking Bahasa Inggris. Penelitian ini menggunakan pendekatan penelitian kualitatif. Wawancara digunakan untuk mengumpulkan data, sedangkan wawancara tatap muka individu dilakukan dengan 6 siswa untuk mendapatkan data yang lebih mendalam tentang tantangan mereka dan cara mereka mengatasi tantangan dalam berbicara bahasa Inggris di depan umum. Kajian ini penting untuk mengetahui apa yang dia rasakan, dia lihat, dia yakini, dan dia peroleh dari bergabung dengan kontribusi nyata. Berdasarkan penelitian, hasil penelitian ini menunjukkan bahwa ada banyak tantangan yang dihadapi siswa dalam berbicara di depan umum. Tantangan tersebut mengacu pada masalah linguistik (ilmu tentang bahasa) dan masalah non-linguistik termasuk; kelancaran, pengucapan, kekurangan kosakata, gugup, cemas, dan takut melakukan kesalahan.

Kata Kunci: *Bicara didepan Umum, Tantangan, Etnografi*

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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CHAPTER I

INTRODUCTION

This chapter presents the background of study, Reason for choosing the topic, Research question, Objectives of study, Definition of Key Terms, Limitation of study, and Significance of the Study

1.1 Background of Study

Public speaking is the act of speaking face to face to a live audience. Public speaking is not easy to do, thus requiring specific communication skill to result better in conveying messages to the audiences. Physical appearance, high educational qualification and a high position in a certain organization do not guarantee that people will be well speaking before the audiences. Quality of public speaking depends essentially on ones' speaking mastery and their ability to control self-emotion, and to organize ideas to convey in a speech. Thus, sufficient practices are badly essential to enable ones to well speak in the public. Previous studies show that research in Public speaking had been massively conducted in different areas by researchers who concern in public speaking skill (Boromisza-Habashi & Reinig, 2018; Brewer, 2001; Iberri-Shea, 2011; Sayed, 2005). Although the outcomes of the research are rich and contributive to enrich current discussion on the relevant topic, however language learners' learning experience, of the most important stakeholders in language learning activities remines largely underexplored. To fill the research gaps, this study endeavors to understand how language learners learn during public speaking class.

1.2   Reasons for Choosing the Topic

Although the outcomes of earlier research are rich and contributive to enrich current discussion on the relevant topic, however language learners' learning experience, one of the most important stakeholders in language learning activities remines largely underexplored.

1.3   Research question

Based on the foregoing, the following questions can be formulated:

1. What challenges do students face in English language programs?
2. How do students overcome the challenges of the English language program?

1.4   Objectives of study

This study aims to explore the experience of a language learner in Public Speaking course. Consistent with the research question, the objectives of this study are as follows:

3. Identify the challenges students face in English language programs.
4. Find out how students overcome challenges in English language programs.

1.5   Definition of Key Terms

a. Public Speaking

According to Hansen (2008), there are many creative ways that can be used to teach public speaking to help students learn how to speak effectively in front of an audience. Among them are learning to speak in public formally and practice speaking impromptu in small groups. Therefore, teachers and students must work more effectively towards their goals of academic success.

b. Challenges

In an academic context, Ormrod (2008) uses "challenge" to refer to the "level" at which students believe they will succeed if they try their best. How much confidence in Ormrod's success to define adversity? Unlike Ormrod, Malone (1981) approaches the concept of challenge as a "task" that requires effort and success for

which results are not guaranteed. Therefore, the challenge of this research is to show the difficulties that students face in speaking in English in the public speaking program.

c. Ethnography

Ethnography is a research method located in the practice of both sociologist and anthropologists, and which should be regarded as the product of a cocktail of methodologies that share the assumption that personal engagement with the subject is the key to understanding a particular culture or social setting. The analysis presented, however, is not directly about the interaction between us and our study participants as occurs in many auto ethnographies, but about our emotions and lived experience in collaboratively conducting a research project. As authors, we are the subjects of this ethnography. Thus, we called this approach ethnographic autobiography (Couser, 2005).

1.6 Limitation of study

As this study involves six students as the sample of study, result of which is not intended for generalization.

1.7 Significance of the Study

Through the research concept focuses on research participants, this study offers an insight, through method on how data should be collected for the need to improve education quality.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses some of the issues related to public speaking. It provides definitions of public speaking and ethnography, aspects of public speaking skills, characteristics of successful public speaking activities, basic structure of public speaking. , the problem of public speaking.

2.1   Definition of Public Speaking and Ethnographic

Public speaking is a communication process carried out in front of a large audience or group of people. In general, public speaking aims to provide information, influence, or entertain people. Based on this definition, public speaking is a procedure for speaking in public, so it must be done in a coherent and planned manner. Therefore, in public speaking, it does not only require the ability to speak, but rather the ability to speak which is structured and easily understood by many people in a short time. O'Hair, Rubenstein and Stewart (2004) claim that public speaking is a type of communication in which a speaker delivers a message with a specific purpose to an audience of people who are present during the delivery of the speech. Public speaking always includes a speaker who has a reason for speaking, an audience that gives the speaker its attention, and a message that is meant to accomplish a purpose.

According to Templeton and Fitzgerald (1999, cited in Yee and Abidin, 2014), "public speaking involves asking a speaker to stand in front of an audience to give a structured speech, with the aim of persuading, newspaper or entertaining an audience. "A process or act of delivering a speech to a group of people in a structured manner to inform, influence, or entertain the listener. This activity trains students to speak assertively. Predict crowd Regular practice will help students reduce anxiety.

Ethnography is a social science research method. This research firmly believes in the closeness, personal experience, and participation that are possible, not just observations, by researchers trained in the art of ethnography. These ethnographers often work in multidisciplinary teams. Where the research focal

point can include intensive study of culture and language, a single field or domain, or a combination of historical methods, observation, and interviews.

Ethnography is the study of social interactions, practices and events. The study is done as fieldwork: the ethnographer observes and participates in the everyday practices of the group of people that is studied. The observed social expressions, what people do and say, is described, and to some extent interpreted and assigned meaning (Hughes 1992, Hammersley & Atkins 1989). The researcher opinion is ethnography is a study or research on the behavior of people or consumers who learn directly from their habitat or from the environment that supports the story. According to Gay, L.R., Mills, G.E., & Airasian, P.W. (2011).there are 15 main characteristics in ethnography:

1. Subjects are researched in a natural setting, rather than a laboratory
2. The research demands close, face to face interaction within the researcher and the participants.
3. Produces an accurate reflection of perspectives and behaviors.
4. Ethnography consists of inductive, interactive and repeated collection of unstructured data and analysis to build local cultural theories.
5. Data are mostly collected from fieldwork experiences.
6. It uses multiple methods of data collection like interview, observation, reviewing artefacts and visual materials.
7. The research frames all human behavior and belief within a socio-political and historical context.
8. Culture is used as a lens to interpret results
9. Emphasizes on exploration of the nature of particular social phenomena.
10. It investigates a small amount of cases, usually one case but in detail.
11. Data analysis process involves explicit interpretation of the meaning and functions of human actions. Interpretations happen within the context or group and are presented in the description of themes.
12. Researchers ought to be reflective about their impact on the site and the cultural group.

13. Offers interpretations of people's actions and behaviors that should be unearthed through investigation of what people do and their reasons behind doing it.

14. It also offers a representation of a person's life and behavior that is neither the researcher's nor the person's. Rather, the representation is based upon points of understanding and misunderstanding that occur between the researcher and the participant.

15. Ethnographic research cannot produce an exclusive, absolute description of anything. Instead it provides partial descriptions as necessitated by the time bound and specific circumstances.

2.2 Aspects of Public Speaking Ability

To speak fluently, the speaker must know the components of speech so that the listener can easily understand the meaning. In general, there are at least five components of speaking skills related to comprehension, grammar, vocabulary, pronunciation, and fluency (Syakur, 1:3):

a. Comprehension

For oral communication, of course, the subject needs to respond to the word and initiate it. Therefore, the speaker must understand the entire range of speaking skills before starting to speak. According to Brown (2014: 141-142), there are five basic types of speech, namely imitation, intensive, reactive, interactive, and extended. Mimicry is the ability to imitate (in parrot response) a word or phrase or perhaps a sentence. Intensive speaking goes beyond imitation to include speaking activities designed to practice some of the phonetic and grammatical aspects of language. Reactive speech is a rather limited interaction of very short conversations, standard greetings and small talk, comments and simple requests, etc. interactive talk; Complex interactions sometimes involve multiple exchanges and/or multiple participants. Intensive speaking is an oral production, including speeches, oral presentations, and storytelling.

b. Grammar

Heaton (1978: 5) argues that students' ability to use structure and distinguish good grammar is good. Using grammar also learns the right way to achieve fluency in a language both in spoken and written form.

c. Vocabulary

Vocabulary is one of the important factors in learning a foreign language. Lack of vocabulary can limit your ability to listen, speak, read, and write. Vocabulary is something related to the appropriate actions used in conversation. Without sufficient vocabulary, a person cannot communicate effectively to express ideas both orally and in writing.

According to Richards and Rodgers, T. S. (2001) Vocabulary is an important component of language proficiency and provides many of the foundations for learners' speaking, listening, reading and writing skills.

d. Pronunciation

Derwing and Munro (2005) show that linguistic pronunciation can be useful in informal communication, including aiding comprehension, phonemic pronunciation, phonemic patterns, intonation, rhythm, and stress. Here's how to speak the language more clearly when speaking.

e. Fluency

According to Richards (2002), fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the goal of many foreign language learners. Signs of fluency include a fairly fast rate of speech and only a few pauses. These signs indicate that the speaker does not spend much time looking for the linguistic items needed to express the message (Brown, 1997: 4).

2.3 Characteristics of Successful Public Speaking Activities

Chivers and Shoolbred (2007) argue that to prepare and deliver a presentation, there are several important characteristics to make it effective, such as:

1. Plan and prepare carefully.
2. Good time management.
3. Relevant and interesting content.
4. Good communication skills.

5. Using appropriate technology.

6. Delete supporting documents.

7. Proper public participation.

Therefore, when giving a speech, students should know how to prepare and organize it. Also, they need to know how to deliver it, as this will make the content more effective.

2.4 The Basic Structure of Public Speaking Activities

According to Sandmann (quoted in Husnah, 2015), a speech must include an introduction, body, and closing. The speech should take the speaker in a circle from A to Z. This means the speech begins at the top of the circle with an introduction, then continues with the body around the circle and ends again at the top with a conclusion. All the parts fit together and flow together in this loop, and the conclusion brings the speaker back to the introduction, gaining a better understanding of the topic. Each of these sections is explained as follows:

a. Introduction

Speech recognition is an important part of effective public speaking. The Introduction has four specific functions that must be completed in a very short time. Introductions should grab the attention of the audience and be well-meaning, they should state the purpose of the speech and should also address the main points.

The first two introductory functions, capturing the audience's attention and goodwill, have a lot to do with getting the audience to listen to the speaker. The other two introductory functions, stating the purpose of the speech and examining the structure of the speech, are intended to help the listener understand the speaker (Sandmann, 2013).

b. Body

The body can consist of two to three main points. This includes identifiable transitional words or phrases between paragraphs (Sandmann, 2013). When the speaker is speaking, this pause should be indicated verbally with identifiable words such as "next", "finally", "continue", etc.

c. Conclusion

This is the last part of the speech. It has a transition statement signaling that the speaker is about to end his speech. For public speaking, the speaker should provide this by using a clear closing sentence such as "closing", to summarize "or "now we have seen", so that the audience knows the speaker will close because the verbal cues of this part also serve to reinforce the point statement made. Made at the beginning of the section as the speaker introduces the main point in the opening by saying it specifically Past tense. Finally, the end must end on a high note. The last sentence must be strong and must resonate with the audience and make them feel that the speaker is really ready (Sandmann, 2013).

2.5   Problems of Public Speaking Activities

There are many problems faced by students in speaking activities. In addition, there are six issues compiled by Febryanti (2011) that can be found in the speaking class. There are many problems faced by students in speaking activities. Furthermore, according to Ur (1991:121), learners face four problems when doing speaking activities. They are as follows:

a. Inhibition

Unlike reading, writing, and listening, speaking requires active audience feedback. Three problems prevent students from speaking English. Students often feel frustrated when trying to say something in a foreign language in class: worried about making a mistake, afraid of making a mistake or losing face, or simply embarrassed that their attention is getting attention. Febryanti (2011) said that students are afraid to speak English, are not confident in front of their friends, and are afraid of being criticized. Especially because there are students who dominate and almost scare. Brahim (2015) stated that there are students who always want to speak because they want to be dominant and are not afraid or nervous to speak in front of their friends, and some students, especially in groups, only participate when they have to, while others do so. don't talk in the same way

and keep quiet. Another reason for student silence could be because class activities are boring or poorly presented.

b. Nothing to say

Febriyaanti (2011) said that students still use their own language, they find it difficult to say something and because they do not want to lose face in front of their friends, they think it is better to use their own language and that of others. Can understand it. Without boundaries, teachers often hear learners complain that they can't think of anything to say: they have no motivation to speak other than the guilt they should have.

In addition, this problem is related to students who do not want to speak or say anything in a foreign language but still use their own language. In this situation, the teacher can create an English environment and constantly remind the children to use English.

c. Low and uneven participation

Difficulty dealing with students in large classes means if the class is large, say 30 or 40 students in a class, obviously students have little opportunity to practice the language, and it is difficult for them to ask questions and receive feedback. The individual attention they need. Yeni (2012) states that only one participant can speak at a time if they want to be heard, and in large groups this means people have less time to talk. This problem is complicated by the tendency of some learners to dominate, while others speak little or nothing. It is difficult for teachers to contact returning students, to maintain order and to organize dynamic and creative teaching-learning sessions.

In addition, large classes have the advantage of having many students in the class to be able to share various ideas, interesting life experiences, learn to share responsibilities, and help each other along the way and quickly work.

d. Mother tongue use

Febryanti (2011) argues that students always use their own language, they will use the best way to communicate with their friends. Therefore, the biggest effect of the problem is inhibition, because speaking fluency is based on speaking habits, but students cannot think that other factors are not important.

In classes where some or all of the students use the same mother tongue, they may tend to use it because it is easier. It seems unnatural to talk to each other in a foreign language, and because they feel less "open" when speaking their mother tongue. When speaking in small groups, it may be difficult to understand some lectures; especially those who lack the discipline or motivation to stick to the target language.
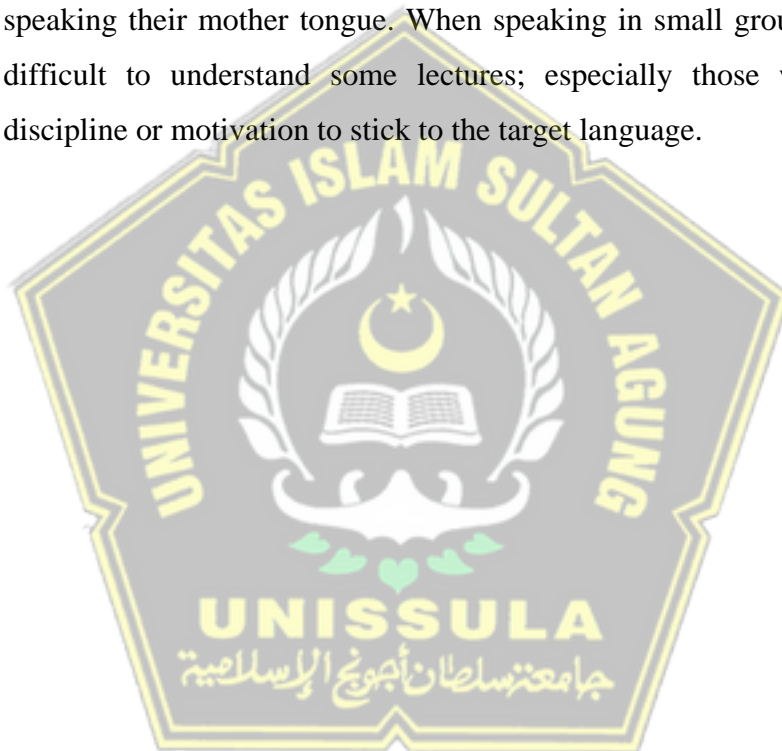
CHAPTER III
METHOD OF THE STUDY

This chapter discusses research methodology related to research design, participants, data collection techniques, data analysis techniques, and timing.

3.1 Research Design

This study was designed using a qualitative design, because the purpose of this study was to explore the challenges faced by students and how students overcome challenges in the English Speaking program in public. Hancock, Okleford and Windiridge (2007) argue that qualitative research aims to explain the opinions, experiences and feelings of individuals who produce subjective data. This research method is descriptive qualitative. Qualitative descriptions provide phenomenological insights in the study of social contexts.

This research is an ethnographic research, Creswell (2002, p. 213) is described to explore individual and site phenomena. Furthermore, tax and blase (1984) explains that researchers will look at the problems of a group. The advantage of this type of research is that it improves understanding in words rather than analyzing numerical data.

3.2 Participants

According to Creswell (2008), research participants refer to subjects that are considered to have the potential to provide researchers with various information related to research questions. In addition, the selection criteria were that participants were less interested in speaking English and participants were less interested in speaking English during the study. The reason for this research is that researchers want to get information about the challenges faced by students and how they overcome challenges in the English in Public program. The participants were students of the public speaking course at the Sultan Agung Islamic University. So the class consists of 28 meetings in one semester which takes place twice a week and is attended by 32 students (5 boys, 27 girls) in the class.

Also, because I want to know the details about their speaking preferences. I selected six students to participate in the interviews. The criteria for the six students were selected based on a preliminary study.

3.3   Technique of Data Collection

In collecting data for this study, the researcher used qualitative techniques. The specific analysis is a qualitative descriptive method. Data obtained by interview technique. During data collection, the researcher used the interview method to get more information about the challenges of the students and how they overcome the challenges of the Public English Speaking Program. According to Moh Nazir (1999, quoted in Mulya, 2016) states that "The interview is a process of obtaining an explanation by asking direct questions between the researcher and the respondent using the following instructions: interview". The researcher asked a number of questions to six students, three boys and three girls. To obtain interview data, researchers used an audio recorder to record interviews. In this study, I used semi-structured interviews to collect data from the students.

3.4   Technique of Data Analysis

In collecting data for this study, the researcher used qualitative techniques. The specific analysis is a qualitative descriptive method. Data obtained by interview technique. The researcher used the interview method to get more information about the challenges of the students and how they overcome the challenges of the English speaking program in public. According to Moh Nazir (1999, quoted in Mulya, 2016) states that "The interview is a process of obtaining an explanation by asking direct questions between the researcher and the respondent using the following instructions: interview". The researcher asked a number of questions to six students, three boys and three girls. To get interview data, researchers used WhatsApp video calls to conduct interviews. In this study, researchers used semi-structured interviews to collect data from students.

According to Creswell (2014), here are some steps in data analysis as follows:

1. Organize and copy raw data for analysis.

   Transcribe interviews, enter field notes, and properly organize and organize data into different categories.

2. Read data.

   Provide background information, such as general thoughts on what participants said.

3. Enter the data.

   This step is the process of organizing data by identifying and collecting several categories appropriately.

4. Look for patterns or topics to explain.

   Interpretation of qualitative research results. This can be clarified by comparing the results and information from the theory.
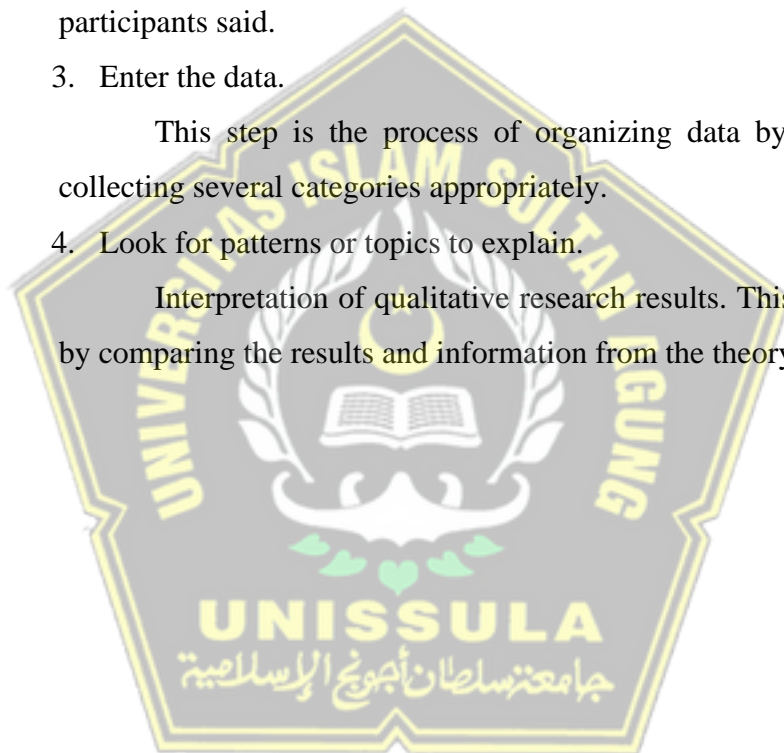
3.5   Time Schedule

The time of the research will be carried out within months starting from March to September 2021

NO	Activities	month 2021							
		Aprl	Mei	Jun	Jul	Augs	Sep	Otk	Nov
1	Thesis title consultation	■							
2	Preparation and submission of title	■							
3	Approved thesis title								
4	Consultation and revision of chapter 1		■						
5	Consultation and revision of chapter 2			■					
6	Consultation and revision of chapter 3				■				
7	Aproval Proposal					■			
8	Proposal submission						■	■	
9	Proposal exam (Sempro)							■	
10	Revision of chapter 1,2,3							■	■

CHAPTER VI

ANALYSIS OF RESULTS AND DISCUSSION

This chapter presents the research findings and discusses the research. As a result, information is found in the field, while the discussion is conclusive on the topic of this research. The results of the study and discussion are presented below.

4.1 Findings

As the conclusion of this study, the researcher presented the results by describing the data. Furthermore, this conclusion is based on initial interviews with English-speaking students from the Sultan Agung Islamic University, Semarang.

1. Semi-structured interview results

   The interview was conducted in one day on December 15, 2021 using Indonesian. After the interview was completed, the researcher contacted the person in charge of the resource via video call on Whatsapp and gave his opinion with notes. After collecting interview data, the researcher transcribed it into English and then drew conclusions from the results. The researcher then developed it into four questions. Each participant answered the same questions that had been prepared by the researcher, the interview questions were as follows:

   1. Did you have any difficulties or challenges when speaking English in public in the program? (If the answer is "yes", do I have any challenges or difficulties) What are your challenges or difficulties?

   2. What did you do to overcome these difficulties?

   3. Are you afraid of being the center of attention?

   4. How do you overcome your fear of being the center of attention?

   (The researcher interested in taking one of question from the journal of Brown, Marie (2017) what the problems of public speaking?

   In the interview section, six participants will be used for interviews during this study. The researcher gave a pseudonym (student 1) he was Anggi. The researcher conducted this interview via video call on WhatsApp one-on-one from comments accompanied by notes. Participants were selected

into two groups. The researcher chose 3 boys and 3 girls from 32 participants, the selected students had the following initials:

1) Participant 1 (Male)
2) Participant 2 (Male)
3) Participant 3 (Male)
4) Participant 4 (Female)
5) Participant 5 (Female)
6) Participant 6 (Female)

The analysis of research questions is divided into two parts. Each section is organized into subsections based on research questions to report students' perceptions of challenges and how they overcome challenges in the English Public Speaking program. Following are the results of the interview:

1. The challenges of English public speaking

Based on the results of the study, the researcher found that most of the participants agreed that there were many challenges in the English public speaking program, but the researcher would focus on the 3 main ideas of the respondents. Follow:

1) Pronunciation

The researchers found that half of them said they had difficulty with pronunciation. This happens because when they memorize vocabulary, they do not read the correct spelling of words in the dictionary. In this case, Participant 1 said:

Regarding English, I understand better than Arabic, my Arabic is a bit difficult, easy to understand, I've only been learning since middle school, now in my first year of high school, my difficulty is pronunciation, and the other is vocabulary.

Similar to the first student, the second student also had problems. Participant 2 said:

Ohhh.., I have a challenge in English because today I prefer to speak in front of many people in Arabic. If I only studied English for one semester at Sultan Agung Islamic University, I only knew how to speak in public, how to pronounce good words at Sultan Agung Islamic University. Since elementary school, I don't know, and my challenge is that pronunciation and vocabulary need to be re-learned.

In addition, as the first and second respondents said, the third respondent also agreed that he had difficulty in pronunciation. Participant 3 said:

"I have difficulty speaking English. For me Arabic is very easy because I entered this school to learn Arabic. Where English is just a companion. It's hard to pronounce."

In conclusion, some students have difficulty in pronunciation when they want to speak English, they don't know how to spell words. Therefore, it is a language problem that students face. As Brown (2001) points out, linguistics is a difficulty dealing with elements of English such as grammar, vocabulary, pronunciation, comprehension, and fluency.

2) Vocabulary

Half of the respondents believed that they had difficulty with vocabulary. Unlike Arabic, students seem to prefer memorizing Arabic vocabulary to English. This can be seen from the responses of respondents in the interview. In this case, Participant 2 said:

Ohhh… I have a challenge with English because today I prefer public speaking in Arabic. If I only studied English for one semester at Sultan Agung Islamic University, I only knew how to

speak in public, how to pronounce good words at Sultan Agung Islamic University. Since elementary school, I don't know, and my challenge is that pronunciation and vocabulary need to be re-learned.

This shows that students do not have a better understanding of English vocabulary than Arabic. They have poor vocabulary, so it is difficult for them to express their speech fluently. Brown (2001) states that linguistics are difficulties related to linguistic factors such as grammar, vocabulary, pronunciation, comprehension and fluency.

3) Grammar

Some teachers majoring in English say that the biggest mistake when speaking English is when we rely on reflexive grammar rules to express ourselves. According to the participants, some of them said they had difficulty with grammar. Suddenly, Participant 4 said: *"Speaking in front of a crowd is not that difficult, but when faced with poor grammar, there are some difficulties".*

Also, grammar is not easy to learn because we can speak English but we don't know that the grammar is correct. Participant 6 also said:

There is a challenge even though public speaking is classy and with people who already know each other there is a sense of anxiety then sometimes there is a feeling of lack of vocabulary so my biggest challenge is being able to speak English or not. English and I have grammar problems I am a person who makes mistakes and when grammar is not very good then naturally loses everything in it.

This shows the extent to which grammar is the cause of students' difficulties in speaking English in public. Based on the results of the interviews, it can be concluded that they have grammatical difficulties in language problems.

2. The way students cope with the challenges

Even though students have challenges or difficulties in public speaking English programs, they also have ways to alleviate their difficulties. The researchers analyzed and presented the following:

1) Often practice and speaking a lot

Almost all respondents believe that one way to overcome difficulties in speaking English is to practice. Because practice is the best way to improve our speaking ability. Results. Participant 1 said, *"First I often practice, then I usually listen to people talking, rather than reading"*. Then int.4 also said: *"Find out first, those who already know how to use it." Then we have to practice even though later there will be mistakes.*

In addition, Participant 6 also reported:

> *Ohhhhh, so we have time before Friday night returns and we have time to train. So the process from the days before posting, we research again to post, like this. We practice more, so if there's something we haven't read, we can ask someone else who can read well so it's no longer a challenge.*

In addition, apart from regular practice, we have to talk a lot in English, because only then can we use the language fluently, as student 2 said *"Yes.., listen a lot and talk a lot, talk a lot and learn vocabulary, that's what we have to do to overcome speech difficulties"*.

The explanation above shows that the three respondents believe that we should practice it after studying or listening to others. It can be concluded that lots of practice and conversation are ways to apply previously learned knowledge and vocabulary to help us become more comfortable in English.

2) Listening to other talking

In boarding house (pesantren), particularly in Aceh, they provide a bilingual environment for students where they can learn to speak by listening to others speak, which can be a good way for

students to learn vocabulary and pronunciation, negative, and when they are not studying. Know that this means they can ask their partner directly. Exhibit 1 practitioner said, *"First I practice regularly, then I often listen to people talk. Then read on".* Furthermore, Participant 2 also said, *"Yes… a lot of listening and talking, a lot of talking and learning vocabulary, a lot of listening too."*

Based on the results of the study, it turns out that the listening media used by respondents is not listening as students learn through media and multimedia, but they learn by listening, listening to the conversations of other people in their environment. Concluded that listening to others is a vehicle used by students to overcome the challenges of speaking English.

3) Reading and learning vocabulary

Some students believe that reading and learning vocabulary is a way to overcome gaps in pronunciation and vocabulary. Thus, through reading and studying vocabulary, students can minimize pronunciation errors. Participant 1 says: *"First I practice a lot, then I often listen to people talk. Then read on".* Moreover, Participant 2 said, *"Yes.., listens a lot and talks a lot, also talks a lot and learns vocabulary, listens a lot".*

From the answers above, we can conclude that students try to overcome the lack of topical knowledge and vocabulary in their speech through reading and learning vocabulary.

4) Maximum preparation

In this section, several respondents describe how they overcame their difficulties, especially when faced with claims that they were afraid of being the center of attention. Participant 2 answered: *"No,*

I am not afraid in class, if it doesn't go well outside, I have to prepare well". In addition, Participant 3 also said, *"I don't know how, if my speech memorizes the previous text".* In addition, respondents believe that one of the best ways to prepare a speech is to practice it yourself in front of a mirror.

As Participant 6:

So often look in the mirror like this, reflect like the person in front of you like this, Often practice alone. Later when we do it, let's just say that the person in front of us is an inanimate object that always accompanies us everywhere.

From the answers above we can conclude that as Participant 2 and that. 3 argue that they should prepare for their performance in front of a crowd to achieve maximum preparation by memorizing texts or scripts. On the other hand, Participant 6 also said that the way to avoid the difficulties of fear and anxiety is to practice regularly in front of a mirror and treat the audience of the public speaking course as inanimate objects.

3. Nervous and afraid of being center of attention

Most of the respondents agreed that they were afraid of being the center of attention. However, it is different from the other 3 respondents. They admit that they are not afraid to be the center of attention. However, they seemed hesitant to answer this question, either agreeing or disagreeing with a statement they thought they were afraid of being the center of attention. Some of them think that they will be afraid that their mistakes will be obvious to others. Participant 6 answered: "Yes, if we are the center of attention and if we are a little wrong, it will be very clear."

In addition, Participant 6 also reported:

There is a challenge that even though public speaking is classy and with people who already know each other there is anxiety then sometimes there is a feeling of lack of vocabulary so my biggest challenge is being able to speak English or not. English and facing grammar, my language is wrong and when the grammar is not good, everything in the grammar is automatically lost.

According to Taiqin (1995), nonverbal problems are difficulties related to nonverbal factors such as shyness, anxiety, fear of speaking, lack of confidence in speaking, and fear of making mistakes. Therefore, it can be assumed that some students will be afraid of being the center of attention. In addition, students also feel nervous when speaking English.

In addition, one respondent said that he would be worried if something happened and he was not afraid. As participant 4: "Don't be afraid, I will be very worried if something happens". From the considerations of the respondents above, we can see how they feel when they make mistakes in their appearance when speaking English. Therefore, it can be concluded that students will be afraid to make mistakes where this condition becomes the focus of attention, even though the above respondents stated that they were not afraid but only became anxious.

4. The way students reducing nervousness and fear

Even if students have challenges or difficulties with public speaking, especially students who are afraid of being the center of attention and worried about making mistakes, there are ways to reduce your difficulty. As Participant 1 said, *"First, don't worry about other people, and we just focus on our public speaking"*. Furthermore, Participant 3 argues: *"I don't know how, if my speech memorizes the previous text"*. So, according to their responses above, the researcher found that there is a correlation between the two responses. Where we can conclude that students will reduce their fear and anxiety of public speaking is by memorizing the text and focusing solely on their performance. Because when a person

memorizes the content of the speech, he must concentrate on what he memorizes, otherwise he will forget the content of the speech. Also, there are other ways to reduce the anxiety caused by their anxiety and fear such as int. 6 said: *So often look in the mirror like this, then look in the mirror like the person in front of you, often practice alone. Later when we do it, let's just say that the person in front of us is an inanimate object that always accompanies us everywhere.*

Based on the respondent's answer above, he said that looking in the mirror and assuming that there is someone in front of us is a good way to reduce anxiety, increase vocabulary and fluency in English. In addition, when they want to appear in a classroom with a large audience in front of them, they remain calm and treat the audience like inanimate objects, so this method can reduce fear and memory boxes when performing in front of an audience.

4.2 Discussion

In this section, I intend to discuss the data obtained. This includes collecting data from observations and interviews. During data collection, the researcher did not encounter any difficulties. The students were very helpful and agreed to be interviewed.

After analyzing the questionnaires and interview data, it can be concluded that there are different challenges faced by students in public speaking in English and there are different ways for students to overcome challenges in public speaking programs in English. The most important points will be identified in this section, which will provide answers to the research questions posed in the first chapter of "How can a learner have a learning experience?" practice in a public speaking course?". There are two research questions that need to be answered; what are the challenges faced by students and how do students overcome the challenges in the English Public Speaking program.

1. The challenges faced by students in English public speaking

This study shows that students in the English public speaking program face many challenges. Of the challenges, most of the participants agreed that they feel anxious when they are not ready for their performance. Second, feel anxious because of the lack of knowledge about these subjects. Third, fear of making grammatical errors. Then, suddenly forgetting vocabulary because of nervousness and fear of being wrong are the next two challenges that have the same percentage of challenges as shown in speaking English in front of a crowd. In addition, problems of fluency, pronunciation, lack of vocabulary, anxiety and fear of being the center of attention are other challenges for students in English programs.

2. The way students cope with the challenges

From the results of questionnaires and interviews, the researchers found that students suggested several ways to overcome these challenges, namely; practice often and talk a lot, listen to other people's conversations, read and learn vocabulary and prepare optimally. In addition, the students also agreed that they practice speaking regularly to overcome their difficulties in the English speaking program in public.

The results of the interview showed that most of the students answered that they practiced and talked a lot when the researcher asked them how to solve the pronunciation problem. In addition, listening to other people's conversations as well as reading and studying vocabulary are ways to increase their vocabulary gaps. Finally, in the question, most said that regular speaking practice helped them overcome difficulties in the English speaking program.

Furthermore, one of the students interviewed when the researcher asked how to overcome the fear of being the center of attention, he spontaneously answered that he often looked in the mirror, when he wanted to practice speaking, and applied all of our vocabulary. Study at that time, and imagine that the mirror is a person, the people in front of us and the people in front of us are inanimate objects that always accompany us everywhere. Finally,

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from the students' perceptions above, the researcher concluded that reflecting and practicing regularly can help students speak English confidently in front of a crowd, improve English vocabulary and speaking skills, fluency, especially in public speaking programs.

Bunkart (1998) stated that the purpose of speaking English in the learning process is to improve students' speaking ability. This means that students must be able to speak not only in the correct form but also in an acceptable way. Based on the results of observations, it was found that the most dominant students were not able to improve their speaking skills. In public speaking classes, most students in the English Studies program have more problems with pronunciation, grammar, and lack of vocabulary.

This is supported by Brown (2003, pp. 172-173), who discusses five aspects of speaking; grammar, vocabulary, comprehension, fluency and pronunciation (stress). This finding is in accordance with the findings of Mr. Doan that (2011, p.216), students have some problems when speaking, some students cannot remember words or phrases, make grammatical errors when speaking, make mistakes when speaking. In English mother and then translated into English, and could not express her ideas properly. The results also show that students find pronunciation, grammar and fluency very difficult for English speaking students. They argue that pronunciation is difficult to learn because English words are different from how they are pronounced. Meanwhile, grammar that is difficult to learn and master is influenced by their mother tongue.

Based on interviews with students, it can be concluded that they are very enthusiastic about learning in the public speaking class. Universities offer more facilities to study English.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter specifically focuses on the conclusions and recommratio ns drawn from the survey on the challenges students face in speaking English in public. It starts by concluding the results of student challenges based on two research questions. The following suggestions section contains very urgent suggestions for those who take part in the English Public Speaking Program at Sultan Agung Islamic University.

5.1 Conclusion

Based on the percent interview analysis, the results showed that the challenges faced by students were: (1) they became anxious when their preparation was poor, (2) they felt anxious due to lack of knowledge about the subject, (3) they were afraid to make mistakes, (4) suddenly forgets vocabulary because of anxiety, (5) feels nervous, (6) is afraid to be the center of attention. In addition, linguistic aspects such as fluency, pronunciation and lack of vocabulary are also some of the challenges they face in improving their public speaking skills.

Furthermore, based on the second research question; how students overcome challenges in English language programs. The results show that there are many ways to overcome the challenges of speaking English in public. In terms of percentage and analysis of interview results, these methods include: (1) lots of practice and talking, (2) listening to other people's conversations, (3) learning to read and vocabulary, (4) maximum preparation and (5) the practicality of speaking often to overcome their difficulties in public speaking English program.

5.2 Suggestions

Based on these findings, I would like to give some suggestions for teachers or lecturers and students. They are as follows:

First, the teacher must be a role model for his students, especially in oral activities. Because it can be a motivation for them to learn and speak English. Teachers also sometimes need to participate in public speaking program activities, to monitor and monitor student activities, such as providing several ways to be a good speaker in a speaking program. In addition, the teacher must also encourage students to improve speaking skills, so that students can be more enthusiastic in speaking

Second, to improve speaking skills, the first thing students should do is speak. If he can't find someone else to talk to, talk to the mirror or yourself. It sounds crazy, but believe it or not, it's an effective way to improve their speaking skills. This activity can enrich their vocabulary, pronunciation, maybe even motivate them. In addition, students should try to encourage them to stop remembering that English is difficult to understand, stop worrying too much about mistakes, and start thinking positively about their abilities and doing negative things to make things better. This study has several limitations that reduce its scope to find out the causes or factors that face challenges in the English public speaking program faced by students of Sultan Agung Islamic University. Therefore, future investigations into difficulties other than speaking are urgently needed to find out what multifaceted factors cause students' public speaking challenges.

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