

**Students' Perception toward the Effectiveness of Public Speaking  
Class to Support their Speaking Practice.**

*(A Descriptive Research at the Fifth Semester Students of English Department in  
Makassar Muhammadiyah University)*



*A Thesis*

*Submitted to the faculty of Teacher Training and Education*

*Makassar Muhammadiyah University in partial fulfillment of the requirement*

*For degree of Education in English Department.*

**ETTI RAHAYU**

**10535586914**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TEACHERS TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

**LEMBAR PENGESAHAN**

Skripsi atas nama **ETTI RAHAYU**, NIM **10535 5869 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019 M**, tanggal **22 Jumadil Awal 1440 H/28 Januari 2019 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal **01 Februari 2019**.

26 Jumadil Awal 1440 H  
Makassar, 01 Februari 2019 M



Panitia Ujian :

- |                  |   |         |
|------------------|---|---------|
| 1. Pengawas Umum | : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. | (.....) |
| 2. Ketua         | : Erwin Akib, M.Pd., Ph.D.                    | (.....) |
| 3. Sekretaris    | : Dr. Baharullah, M.Pd.                       | (.....) |
| 4. Dosen Penguji | : 1. Dr. Nur Qadri, S.S., M.Hum.              | (.....) |
|                  | 2. Nuning Anugrawati, S.Pd., M.Pd.            | (.....) |
|                  | 3. Ratu Yulianti Natsir, S.Pd., M.Pd.         | (.....) |
|                  | 4. Muh. Arfin Bin Salim, S.Pd., M.Pd., Ph.D.  | (.....) |

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.  
NBM : 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : Students' Perception toward the Effectiveness of Public Speaking Class to Support Their Speaking Practice (A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)

Name : ETTI RAHAYU

Reg. Number : 10535 5869 74

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, Februari 2019

Approved by

Consultant I

Dr. Nur Qalbi, S.S., M.Hum.

Consultant II

Dra. Radzah Hamid, M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

  
Erwin Albi, M.Pd., Ph.D.  
NPM: 860 934

Head of English  
Education Department

  
Unggi Khaerati Svam, S.Pd., M.Pd.  
NPM: 947 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Students' Perception Toward the Effectiveness of  
Public Speaking Class to Support their Speaking  
Practice (A Descriptive Research at the Fifth  
Semester Students of English Department in  
Makassar Muhammadiyah University)

Name : Etti Rahayu

Reg. Number : 10535 5869 14

Department : English Education Department

Faculty : Teacher Training and Education

After being checked and observed this thesis has fulfilled qualification to be  
examined

Approved By,

Consultant I

Consultant II

Nur Qalbi, S.S., M.Hum

Dra. Radiyah, M.Pd

Dean of FKIP  
University Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D  
NBM : 860934

Head of English  
Education Department

Ummi Khaerati Syam, S.Pd., M.Pd  
NBM : 997 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Etti Rahayu  
Stambuk : 10535 5869 14  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : Students' Perception Toward the Effectiveness of Public Speaking Class to Support their Speaking Practice (A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)  
Consultant I : Nur Qalbi, S.S., M.Hum

Day / Date	Chapter	Note	Sign
10/10 - 18		- abstract - Research questions dgn Scope - Chapter II - Bibliography	U
10/10 - 18		ah	h

Makassar, September 2018

Approved by:  
Head of English Education Department



Amir Kharati Svam, S.Pd., M.Pd  
NBM. 977 807





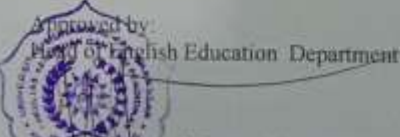
بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Etti Rahayu  
 Stambuk : 10535 5869 14  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : Students' Perception Toward the Effectiveness of Public Speaking Class to Support their Speaking Practice (A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)  
 Consultant II : Dra. Radiah, M.Pd

Day / Date	Chapter	Note	Sign
Friday 26 October 2018		<ul style="list-style-type: none"> <li>- Some correction in Chapter 2</li> <li>- Add more discussion by relating the findings with the theory used</li> <li>- Don't use Future Tense anymore in Chapter 3</li> <li>- Revise the conclusion &amp; suggestions</li> <li>- Enclose the instrument &amp; the result of analysis</li> <li>- No abstract, no table of contents, &amp; no acknowledgment</li> </ul>	<i>[Signature]</i>

Makassar, September 2018

Approved by:  
 Head of English Education Department  
  
 Dwi Nur Hafidati Syam, S.Pd., M.Pd  
 NBM-927807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama : Etti Rahayu  
 Stambuk : 10535 5869 14  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : Students' Perception Toward the Effectiveness of Public Speaking Class to Support their Speaking Practice (A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University)  
 Consultant II : Dra. Radiah, M.Pd

Day / Date	Chapter	Note	Sign
6 Dec, 2018		- Make two points in discussion - still revise the suggestion	<i>[Signature]</i>
19 Dec, 2018		- still some correction - <del>still</del> <sup>revise</sup> the discussion	<i>[Signature]</i>
20 Dec, 2018		- some correction - still some correction (Revise them)	<i>[Signature]</i>
21 Dec, 2018		- ok - learn your thesis well & prepare yourself to be examined - Make power point	<i>[Signature]</i>

Makassar, September 2018



Approved by:  
 Head of English Education Department

Emilia Khaerati Syam, S.Pd., M.Pd  
 NBM 77807



## **SURAT PERJANJIAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Etti Rahayu**  
Nim : 10535586914  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice ( A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University.

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesai penyusunan skripsi ini, saya akan menyusun sendiri skripsi saya (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam penyusunan skripsi ini.
4. Apabila saya melanggar perjanjian padabutir 1, 2, 3, saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh keasdasan.

Makassar, Desember 2018  
Yang Membuat Pernyataan

**Etti Rahayu**





### **SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini:

Nama : **Etti Rahayu**

Nim : 10535586914

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice ( A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University )

Dengan ini saya menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri dan bukan hasil karya dari orang lain atau dibuatkan oleh siapapun.

Demikian pernyataan ini dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Desember 2018  
Yang Membuat Pernyataan

## ABSTRACT

***Etti Rahayu. 2018. Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice (A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University).*** Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalby and Radiah Hamid.

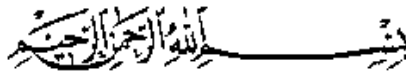
This study aimed to find out how perception of the students about the Public Speaking Class to support their speaking practice at the Fifth Semester Students of English Department in Makassar Muhammadiyah University in the Academic Year 2017/2018 from BG.VD

The researcher applied Descriptive Qualitative Method as design method because it was comparable to collect the data from the students' perception, and gave questionnaire to collecting the data. The sample of this research was BG.VD class of Makassar Muhammadiyah University which consisted of 34 students. The sample was taken by used Purposive Sampling Technique.

Based on findings, it finds that students gave the positive perception toward implementation of Public Speaking Class to measure the effectiveness of Public Speaking Class to support their speaking practice. The positive response came from their experience in learning Public Speaking. They enjoyed learning process because they can speaking practice in front of audience, express their idea, feeling and also most of students is believe that public speaking class have got many benefits for students to improve their speaking skill especially their fluency.

Key words: Student's Perceptions, Public Speaking Class, Speaking Practice.

## ACKNOWLEDGMENT



First of all, praise to Allah SWT, who has given guidance, blessing, and mercy to the researcher in completing this thesis. Shalawat and salam are addressed to the final, chosen religious messenger, the Prophet Muhammad SAW. The researcher would like to give her gratitude, respect, and appreciation to the following people who have supported her and made this thesis possible

Rector of Makassar Muhammadiyah University, Dr. H. Abd. Rahman Rahim, SE., M.M. Dean of Faculty of Teacher Training and Education (FKIP), Erwin Akib, S.Pd., M.Pd., Ph.D. Head of English Department, Ummi Khaerati Syam, S.Pd., M.Pd. Lecturers and staff of English Education Department. The researcher high appreciation and great thankfulness are due to consultants Nur Qalbi, S.S., M.Hum and Dra. Radiah, M.Pd., for their guidance, encouragement, motivation and their patience from the beginning until the end of writing this thesis.

The researcher also says many thanks to her unforgettable friends in CROWN class and the others friends that can not be mentioned one by one who always give support, and share their knowledge of finishing this thesis. The researcher also expresses sincerely deepest gratitude to my beloved parents Ramli and Almh. Muliana, My lovely Sister Esti Qama and all of my family for their endless love, prayer, finance, motivation and sacrifice for my success.

Finally, the researcher would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar , September 2018

Etti Rahayu

## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	<b>i</b>
<b>APPROVAL SHEET</b> .....	<b>ii</b>
<b>COUNSELING SHEET</b> .....	<b>iii</b>
<b>SURAT PERNYATAAN</b> .....	<b>vi</b>
<b>SURAT PERJANJIAN</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF FIGURE</b> .....	<b>xiii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF APPENDICES</b> .....	<b>xv</b>
<b>CHAPTER I : INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	3
C. Objective of the Research .....	3
D. Significance of the Research.....	4
E. Scope of the Research .....	4
<b>CHAPTER II: REVIEW OF LITERATURE</b>	<b>6</b>
A. Previous Related Reserch Findings.....	8
B. Some Partinent Ideas.....	8
1. Concept of Speaking .....	8
a. Definition of Speaking .....	8
b. Component of Speaking Skill .....	9
c. Function of Speaking .....	11

2. Concept of Public Speaking.....	12
a. Theory of Public Speaking.....	12
b. Elements of Public Speaking .....	14
c. Benefits of Public .....	17
d. Public Speaking Class .....	19
C. Conceptual Framework .....	21

### **CHAPTER III: RESEARCH METHODOLOGY**

A. Research Design.....	22
B. Research Variables.....	22
C. Participants.....	22
D. Research Instrument.....	23
E. Data Colletion .....	23
F. Techniques of Data Analysis .....	24

### **CHAPTER IV: FINDING AND DISCUSSION**

A. Findings.....	25
B. Discussion .....	34

### **CHAPTER V: CONCLUSION**

A. Conclusion .....	37
B. Suggestion .....	37

<b>BIBLOGRAPHY .....</b>	<b>39</b>
--------------------------	-----------

### **APPENDICES**

### **CURRICULUM VITAE**



## **LIST OF FIGURE**

Figure 2.1 Conceptual Framework.....	21
--------------------------------------	----

## LIST OF TABLES

Tabel 4.1 By following Public Speaking Class, I perceive be more confidence to speak in front of clas .....	25
Tabel 4.2 Public Speaking Class can improve my potential and talents.....	26
Table 4.3 Public Speaking Class can make me to be better speaker.....	27
Table 4.4 Public Speaking Class is a better place to practicing speaking.....	28
Table 4.5 By following Public Speaking Class, I can express the idea, opinion and feeling .....	28
Table 4.6 Public Speaking Class improves my vocabulary.....	29
Table 4.7 Public Speaking Class improves my Speaking Practice.....	29
Table 4.8 By following Public Speaking Class, I can speaking in front of audience .....	30
Table 4.9 In Public Speaking Class, I can get a new Experience, How I speak with use s predetermined time .....	30
Table 4.10 By following Public Speaking Class, I can solve the problem in speaking such us nervous .....	31
Table 4.11 Public Speaking Class helps me to listen more carefully and critically evaluate other speeches .....	31
Table 4.12 By following Public Speaking Class, I can Speech and MC .....	32
Table 4.13 Public Speaking Class is good chance for students future career ..	33

## **LIST OF APPENDICES**

APPENDIX A Questionnaire

APPENDIX B Analysis Data Questionnaire

APPENDIX C Documentation

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher explains about background, problem of the research, objective of the research, significance and scope of the research.

#### **A. Background**

English is a language that occupies the first position in the world to communication. It is the important language in the all fields including in educational world. The main purpose people learn English is to be able to communicate with each other regardless of their first language. However, the use of English has become an essential need not only for routine life, but also for official communication. In addition, English plays an important role in the world and it is used in many fields of life such as: in politics, economics, social, entertainment, education and so on. In Indonesia, English is taught as a foreign language and as compulsory subject in the curriculum. It is started from elementary school level to university level which consists of four skills. There are four basic skills that have to be mastered by students in learning a foreign language namely speaking, writing, reading, and listening.

Speaking is one of the important skill that should be mastered by the students. Some functions of speaking are that a speaker can express his or opinion and feeling, ask for something, share knowledge or information directly and so on so forth. The ability in mastering speaking is a measurement to know how far a student has mastered the language he or

she is learning. There are many ways that can be done to support students' speaking skill. In this research, the researcher will focus on public speaking subject in English Education Department Students, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

Public speaking is process of sustainable communication in which the message, symbol, and meaning will always be interacting among the speaker and listener. According to Andriani (2016) "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listeners." Public speaking is aim to convey the message to the public in order to make the message accepted well while conveying the message there will be a communication that similar in the social interaction. Every public speaking speech usually will have a function, it is whether intended to inform, influence or to entertain the audience. At least, at the end of the speech, the audience should be able to bring back a message that they can learn from the speech (Templeton & Fitzgerald, 1999: 1). Public speaking is really important for each individual, normally for every day a human can produce more than ten thousand word per day and what they produce will affected their life.

English Education Department in Muhammadiyah University of Makassar has applied public speaking subject which aims to encourage the students to be excellent in speaking in front of the public. Considering the fact that public speaking skill is really important in this diverse and high competitive environment so that it will be a good modal for the students to

compete in their future endeavors. Public speaking has taught in the Fourth Semester Students in English Education Department. Public speaking class is one of interesting class because many of students are trained in their speaking, which most of students are excited to learn public speaking because most of them learn public are trained in their speaking, The students can explore their ideas even Most of those who rarely speak publicly are usually taught how to perform and speak well in public then will gradually help in speaking practice them.

Based on the explanation above, the researcher interest to do the research by entitled : *“Students Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice at the Fifth Semester Students of English Department in Muhammadiyah University of Makassar”*.

## **B. Problem of the Research**

Based on the statement above, the study limits the discussion by stating research question, “How is the students’ perception about Public Speaking Class in supporting their speaking practice at the Fifth Semester Students of English Department Students in Muhammadiyah University of Makassar ?”.

## **C. Objective of the Research**

Based on the problem statement above, the researcher intends to find out the objective: “to find out how perception of the students about



the Public Speaking Class to support their speaking practice at the Fifth Semester Students of English Department Students in Muhammadiyah University of Makassar”.

#### **D. Significance of the Research**

Based on the objective of the research, it is expected to be meaningful for some stakeholders:

##### 1. Lecturer

This research provides information for lecturer in organizing a good method in teaching public speaking to support students speaking practice.

##### 2. Students

This research is be able to help students to understand the effectiveness in learning public speaking class to support their speaking practice.

##### 3. Researcher

The result of this research will be a reference for the next researcher in order to conduct a further discussion on this topic.

#### **E. Scope of the Research**

This research would be restricted in subject learned, the research would take a place in Public Speaking Class at the Fifth Semester Students

of English Department Students in Muhammadiyah University of Makassar and it would be restricted only to find out the students' perception toward the effectiveness of Public Speaking Class to support their speaking practice, especially to their fluency.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher explains about previous related research findings, some pertinent ideas and conceptual framework.

#### A. Previous Related Research Findings

The related researches have been analyzed and observed by the researcher related to the technique, approach and etc, follow are the previous researches:

1. Nasser (2014) on the study entitled “*Public Speaking Instruction; the Second Question Sought to Find out the Effect of PSI on Reducing Students’ Communication Apprehension. Findings Support the Effectiveness of Public Speaking Instruction in Reducing Students’ Communication Apprehension at the College of Education of the Hadhramout University, Yemen*”. The results imply that students with very low CA are not afraid of expressing themselves in meetings, group discussion, interpersonal and public settings even they speak with strangers. However, students with high CA will attempt to avoid as much as possible any sort of communication either with their peers or teachers. Another interpretation of the results is that students cannot get rid of their CA unless they get to know the guidelines and having an ample practice of how to deliver a speech in English.

2. Xuying (2013) on his thesis entitled "*Peer Assessment of Perception and Attitudes in Public Speaking English Classes at Southwest Petroleum University*". Found that participating students hold positive attitudes toward the use of PA activities, but there remain some problems or doubts, such as the percentage of peer assessment being counted towards the total course grade, the validity and reliability of PA, and so on. Certain solutions are discussed in this article. In the conclusion section, the author proposes future study on whether PA exerts positive influences on enhancing students' competence in English public Speaking.
3. Watkins (2014) on his thesis entitled "*Strategies for ESL Students in Community Colleges to Develop their Public Speaking Skills at Community College Consortium for Immigrant Education*". State that the development of public speaking skills requires hard work and motivation on the part of the ESL student. The handbook is not intended to replace the role of the teacher as a facilitator in helping students develop skills needed to plan, organize, research, and deliver an effective oral presentation. Students should seek other resources within the community college and beyond.

All of the previous researches above will be different with this research. The first research explain about the finding support the effectiveness of Public Speaking instruction in reducing students' communication apprehension. The second research explain about the use of Peer Assessment can give positive influence on enhancing students' competence in English

Public Speaking. The third research explain about for development of Public Speaking skill requires the students need for hard work for develop their skill. The researcher may conclude that this research will completing the existing research about Public Speaking Class can give positive influence on enhancing students' competence in Speaking Practices based on the students' perspectives.

## **B. Some Pertinent Ideas**

### **1. Concept of Speaking**

#### **a. Definition of Speaking**

It has been known that speaking is a part of the important skills in learning English. To define speaking, some linguists have different opinions, because their background of study is different. However, all of the opinions have similarities

According to Aljadili (2014) speaking is one of productive skills of English and it goes side by side with all language skills. Speech is considered one of the most important aims in language teaching. In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

While, Harris (1994) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at differentiates. He adds that there are five components of speaking ability. They are pronunciation, grammar, vocabulary, fluency, and comprehension.

Based on the previous explanations, it can be concluded that speaking is one of the productive skills of English to communicate with others to achieve certain goals by expressing their opinions, intentions, hopes and viewpoints among interlocutor.

#### **b. Components of Speaking**

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

##### **1) Pronunciation**

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001)



emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

## 2) Grammar

A conversation will be good-look when the speaker using grammar in those situation. Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/ produce the words or sharing information correctly.

## 3) Vocabulary

Vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as „umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by

saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

#### 4) Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

#### 5) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is

important to avoid misunderstanding between a speaker and a listener.

**c. The Functions of Speaking**

Speaking skill is very important and has multifunction to everyone, because speaking is an instrument to express opinion, feeling or share knowledge of social interaction. To speak well, right, and fluently, it needs more courses practice. Actually, since a normal infant was born he or she had a potency of speaking skill, it can be seen when the infant started to make sound. Speaking skill is different from the other three (listening, reading and writing) because speaking is the most basic means of human communication and this skill need more practices for mastering. Celce and Murcia (2001) argues that for most people the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. In addition, Baker and Westrup (2003) assert that a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. Moreover, speaking English will also help students to get up-to-date information of all fields such as: in politics, economics, social, entertainment, education and so on so forth in this world which in English using as an international or global language nowadays. Finally, the functions of speaking helps learners express their personal

feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss that is through speaking.

## **2. Concept of Public Speaking**

### **a. Theory of Public Speaking**

Public speaking is defined as “a sustained formal presentation made by a speaker to an audience” (Sellnow in Ibrahim & Yussof; 2012). It is an activity involving mental and physical presentations which are different from social conversational skills. An effective speaker requires physical coordination, mental concentration, content organization and skills practice, and a great deal of experience (Fujishin in Ibrahim & Yussof ; 2012).

Coopman and Lull (2012;14) state that public speaking shares some characteristics with other types of communication, but also differs in several important ways. Knowing the similarities and differences will help people to understand the place of public speaking within the spectrum of human communication and help people to see how our speaking skill apply in other contexts.

Public speaking is different with speaking, while speaking just in the form of conversation that consist of two or more people, but public speaking is more challenging and give more pressure to the

speakers itself. There are several aspect that affected public speakers performance while speak in front of the public.

The characteristic of public speaking is dynamic, so that public speaking can be means as an activity that close from changing phenomenon. Through public speaking, someone be able to know the mindset of the people, and know the excellent ideas from the people, someone also be able to know the changes like what the people has planned. There are several functions of public speaking, those are to convince, to instruct, to inform, to actuate/stimulate, and to entertain (Mulyana, 1993; 3). Thus to achieve the function of public speaking, the public speaker should have a good oral communication skill to make the audiences convinced with the ideas that they have already presented.

Coopman and Lull (2012; 9) reveal that when people think about public speaking, they probably focus on act of delivering a speech. However, a public speaking course gives us a chance to develop many other communication skills, such as critically analyzing a topic, managing nervousness, listening effectively, adapting to an audience, building our credibility, finding and using many different types of information, organizing ideas, and presenting information.

## **b. Elements of Public Speaking**

According to Marcel (1978), elements of Public Speaking there are:

### **1) Communication Process**

#### a). Encoding

Refers to the process of taking an idea or mental image, associating that image with words and then speak those words in order to convey a message.

#### b). Decoding

The reverse process of listening to words thinking about them, and turning those words into mental images.

### **2) Communicator**

The term communicator refers to all of the people in the interaction or speech setting. It is used instead of sender and receiver, because when we are communicating with other people we are not only sending a message, we are receiving messages from others simultaneously.

### **3) Message**

The message involves those verbal and nonverbal behaviors, enacted by communicators that are interpreted with meaning by others. The verbal portion of the message refers to the words that we speak, while the nonverbal portion includes our tone of voice and other non-vocal components such as personal appearance,

posture, gestures and body movements, eye behavior, the way we use space, and even the way that we smell.

#### **4) Channel**

The channel is very simply the means through which the message travels. In face-to-face communication the channel involves all of our senses, so the channel is what we see, hear, touch, smell and perhaps what we taste. Communicating with someone online, the channel is the computer; when texting the channel is the cell phone; and when watching a movie on cable, the channel is the television.

#### **5) Noise**

Noise refers to anything that interferes with message transmission or reception. There are several different types of noise. The first type of noise is physiological noise, and this refers to bodily processes and states that interfere with a message. For instance, if a speaker has a headache or the flu, or if audience members are hot or they are hungry, these conditions may interfere with message accuracy. The second type of noise is psychological noise. Psychological noise refers to mental states or emotional states that impede message transmission or reception.

## **6). Worldview**

In the majority of our interactions with others, we are operating on automatic pilot. Although the encoding and decoding process may appear to be fairly straightforward, it is actually much more complicated than it seems. The reason for this is because we all have different worldviews. Worldview is the overall framework through which an individual sees, thinks about, and interprets the world and interacts with it.

### **c. Benefits of Public Speaking**

According to the Association of American Colleges and Universities, there are a core set of skills that are necessary both for a globally engaged democracy and for a dynamic-innovation fueled economy, (Rhodes, 2010:10), in the category of intellectual and practical skills.

Public speaking is listed as one of these core skills. This is not particularly surprising given that communication skills are critical for intellectual development, career trajectory, and civic engagement. Public speaking is universally applicable to all types of majors and occupations and is seen by U.S. employers as a critical employability skill for job seekers (Rockler-Gladen, 2009).



U.S. Department of Labor (2000) developing speaking skills will benefit your personal, professional, and public life.

#### 1) Personal

People do not just give presentations on the job and in classes. At times we are called upon to give speeches in our personal lives. It may be for a special event, such as a toast at a wedding. We may be asked to give a eulogy at a funeral for a friend or loved one. As a part of volunteer work, one may have to introduce a guest speaker at an event or present or accept an award for service. Another great personal benefit of public speaking is that it builds self-confidence. It is no surprise that speaking in public is scary, but by engaging in the activity you will build self-confidence through the experience.

#### 2) Professional

Television announcers, teachers, lawyers, and entertainers must be able to speak well, but most other professions require or at the very least can benefit from the skills found in public speaking. It is believed 70% of jobs today involve some form of public speaking (Aras, 2012). With the recent economic shift from manufacturing to service careers, the ability to communicate with others has become crucial. Top CEO's advice that great leaders must be able to communicate ideas effectively, they must be able

to persuade, build support, negotiate and speak effectively in public (Farrell, 2011).

### 3) Public

Learning about public speaking will allow you to participate in democracy at its most basic level. Public speaking is important in creating and sustaining a society, which includes informed, active participants. Even if you do not plan to run for office, learning about public speaking helps you to listen more carefully to and critically evaluate others' speeches. Listening and critical thinking allow you to understand public dilemmas, form an opinion about them, and participate in resolving them. The progress of the past century involving segregation, women's rights and environmental protection are the result of people advancing new ideas and speaking out to others to persuade them to adopt changes.

#### **d. Public Speaking Class**

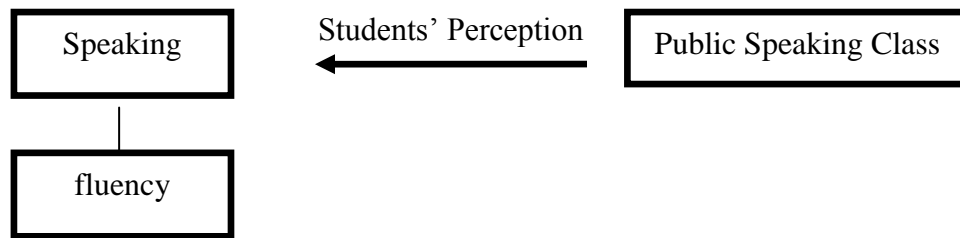
The aim of the Public Speaking course was to introduce students to the speechmaking process. Students were exposed to two varieties of public speaking, namely, informative speaking and persuasive speaking. Besides instructional lectures, sample speeches and videos were shown to enhance students' understanding of the

course (Ibrahim & Yussof (2012;575)). Public speaking is the process of designing and delivering a message to the audience. Effective public speaking involves understanding audience and speaking goals, choosing elements for the speech that will engage your audience with your topic, and delivering your message skillfully. Good public speakers understand that they must plan, organize, and revise their material in order to develop an effective speech.

English education department has applied public speaking subject which aims to encourage the students to be excellent in speaking in front of the public. Public speaking was taught in the fourth semester students in English Education Department. Public speaking course will be a good media for student exactly English education department students to train their public speaking skill for the student future career. Meanwhile, consider the fact that some of students are less time and unusual to spend their time in public situation and not enough confidence to speak in front of the public. Even in the public speaking class, which is good chance for them to practice their public speaking skill, sometimes make them frustrated and feel anxious to speak in front of their friends in the class. Those negative feeling will be impact toward their performance as well, some of them tent to be passive in the class and disregarded public speaking class. In public speaking class, all of skills that include public

speaking and oral communication will be taught such as speech and MC. Students will have some theory, practices and simulation that will train the students' manner, content and behavior while being a public speaker. In that simulation, the students pretend to be a real public speaker and performed in the class.

### C. Conceptual Framework



**Figure 2.1 Conceptual Framework**

The conceptual framework will show Public Speaking class is to train Students' confidence and supporting skill to speak in Public situations, through student perceptions this will be response and give a good information for lecturers that Public Speaking can support in the practice of Speaking Students.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher explains about research design, research variables, participants, Research Instrument, data collection method and technique of data analysis.

#### **A. Research Design**

The method used in this research would be a Descriptive Qualitative Method. It means the researcher describe all phenomena that arise from the object of the research factually it was along with the objective of this research which is to found out the students preception toward the effectiveness of public speaking class to support their speaking practice. This research was located in Muhammadiyah University of Makassar. The researcher chose Muhammadiyah University of Makassar as location to take the data because the researcher saw that it was necessary to analyze the Public Speaking Class that affected students performance in speaking practice.

#### **B. Research Variables**

The variable of the research was students' perception toward the effectiveness of public speaking class to support students speaking practice.

### **C. Participants**

The participant in this research would be English Education Department Students, Academic Year 2017/2018 who has public speaking subject. The researcher take purposive sampling. The population is fifth semester students who have learned Public Speaking Class in Fourth Semester, which Consisted of 34 students and the research would take one class . The subjects are expected to give information or data in relation to the research problem.

### **D. Research Instrument**

In this research, the researcher would conducted the data analysis by using a questionnaire. The questionnaire was designed to reveal the components of perceptions of the students, namely cognitive, affective and connative scale that measure the students' beliefs, activities, or situation. To measure the result response the questionnaire, the researcher will use a Likert Scale assessment. The questionnaire consists of 13 items. The students' would be give 30 minutes respond to the items, so they have more than a half minute for each item. There are five optional answers: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (DA), and Strongly Disagrees (SDA). Each participant will be given score for their responses, for positive item, the score ranges from 5-1, and for negative item, the range from 1-5.

## **E. Data Collection**

The procedures of collecting data in this research covered the following steps as follows:

1. The researcher prepared the questionnaire for the students.
2. Next, the researcher would distribute the questionnaire to the students. Before giving the questionnaire, the researcher will give explanation about a brief and the purposed of the questionnaire and how to carry out.
3. After students complete the questionnaire, they would submit it to the researcher to be analyzed and interpreted.
4. Then, the researcher gave the questionnaire for the students. After finishing the questionnaire, the students would submit the questionnaire to the researcher.

## **F. Technique of Data Analysis.**

The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value.

(Sugiyono,2014:136)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the results of the study are presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through questionnaire about the Students' Perception Toward the Effectiveness of Public Speaking Class to Support Their Speaking Practice at the Fifth Semester Students In Muhammadiyah University of Makassar. The discussion deals with the interpretation of the findings in the research.

#### **A. The Findings.**

After conducting the research, the researcher obtained the data the result of the questionnaire. The students' perception could be seen clearly in the following explanation: **Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice.** For data collection, the researcher used questionnaire as instrument method. The researcher gave questionnaire for the sample that consist of 13.

1. The frequency of Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice at the Fifth Semester Students in Muhammadiyah University of Makassar.



a. Item 1

Tabel 4.1 By Following Public Speaking Class, I perceive be more confidence to speak in front of class.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	27	79%
2	Agree	7	21%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.1 showed that 27 students (79%) said “strongly agree”, 7 students (21%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were strongly agree that Public Speaking Class make the students more confidence to speak in front of class.

b. Item 2

Tabel 4.2 Public Speaking Class can improve my potential and talents.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	19	56%
2	Agree	15	44%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.2 showed that 19 students (56%) said “strongly agree”, 15 students (44%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were strongly agree that Public Speaking Class can improve the Students potential and talents.

c. Item 3

Table 4.3 Public Speaking class can make me to be better speaker

No.	Opinion	Frequency	Percentage
1	Strongly Agree	11	32%
2	Agree	23	68%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.3 showed that 11 students (32%) said “strongly agree”, 23 students (68%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were strongly agree that Public Speaking Class can make the students to be better speaker.

d. Item 4

Table 4.4 Public Speaking Class is a better place to practicing speaking.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	12	35%
2	Agree	19	56%
3	Undecided	3	9%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.4 showed that 12 students (35%) said “strongly agree”, 19 student (56%) said “agree”, 3 students (9%) said “undecided”, 0 students(0%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that moststudents at the fifth semester at Muhammadiyah University of Makassar were strongly agree thatPublic Speaking Class is a better place to practicing speaking.

e. Item 5

Table 4.5 By Following Public Speaking Class, I can express the idea, opinion and feeling.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	15	44%
2	Agree	12	35%
3	Undecided	7	21%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.5 showed that 15 students (44%) said “strongly agree”, 12 students (35%) said “agree”, 7 students (21%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah

University of Makassar were strongly agree that Following Public Speaking Class, the students can express the idea, opinion and feeling.

f. Item 6

Table 4.6 Public Speaking Class improves my vocabulary

No.	Opinion	Frequency	Percentage
1	Strongly Agree	23	68%
2	Agree	11	32%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	23%
Total		34	100%

Table 4.6 showed that 23 students (68%) said “strongly agree”, 11 students (32%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were strongly agree that Public Speaking Class improves the students vocabulary.

g. Item 7

Table 4.7 Public Speaking Class improves my Speaking Practice

No.	Opinion	Frequency	Percentage
1	Strongly Agree	14	41%
2	Agree	17	50%
3	Undecided	3	9%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.7 showed that 14 students (41%) said “strongly agree”, 17 students (50%) said “agree”, 3 student (9%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah

University of Makassar were agree that Public Speaking Class improves the students Speaking Practice.

h. Item 8

Table 4.8 By Following Public Speaking Class, I can speaking in front of audience.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	20	59%
2	Agree	14	41%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.8 showed that 20 students (59%) said “strongly agree”, 14 student (41%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were strongly agree Public Speaking Class, the students can speaking in front of audience.

i. Item 9

Table 4.9 In Public Speaking Class, I can get a new experience, How I Speak with use apredetermined time.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	6	18%
2	Agree	21	61%
3	Undecided	6	18%

4	Disagree	1	3%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.9 showed that 6 students (18%) said “strongly agree”, 21 student (61%) said “agree”, 6 students (18%) said “undecided”, 1 student (3%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were agree Public Speaking Class, the students got a new experience, How the students Speak with use apredetermined time.

j. Item 10

Table 1.10 By following public Speaking Class, I can solve the probem in speaking such us nervous.

No.	Opinion	Frequency	Percentage
1	Strongly Agree	10	29%
2	Agree	24	71%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.10 showed that 10 students (29%) said “strongly agree”, 24 students (71%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were agree Public Speaking Class, the students can solve the probem in speaking such us nervous.

k. Item 11

Table 4.11 Public Speaking helps me to listen more carefully to and critically evaluate other speeches

No.	Opinion	Frequency	Percentage
1	Strongly Agree	6	18%

2	Agree	5	15%
3	Undecided	20	59%
4	Disagree	3	9%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.11 showed that 6 student (18%) said “strongly agree”, 5 student (15%) said “agree”, 20 student (59%) said “undecided”, 3 students(9%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were undecided Public Speaking helps the students to listen more carefully to and critically evaluate other speeches.

1. Item 12

Table 4.12 By following Public Speaking Class, I can speech and MC

No.	Opinion	Frequency	Percentage
1	Strongly Agree	8	24%
2	Agree	15	44%
3	Undecided	11	32%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		34	100%

Table 4.12 showed that 8 students (24%) said “strongly agree”, 15 students (44%) said “agree”, 11 students (32%) said “undecided”, 11 students(32%) said “disagree”, and 0 students (0%) said “strongly disagree”. So, we can conclude that most students at the fifth semester at Muhammadiyah

University of Makassar were agree Speaking Class, the students can speech and MC.

m. Item 13

Table 4.13 Public Speaking Class is good chance for Students future career

No.	Opinion	Frequency	Percentage
1	Strongly Agree	25	74%
2	Agree	9	26%
3	Undecided	0	0%
4	Disagree	0	0%
5	Strongly Disagree	0	0%
Total		0	100%

Table 4.13 showed that 25 students (74%) said “strongly agree”, 9 students (26%) said “agree”, 0 student (0%) said “undecided”, 0 students (0%) said “disagree”, and 0 students (0%) said “strongly disagree. So, we can conclude that most students at the fifth semester at Muhammadiyah University of Makassar were strongly agree that Public Speaking Class is good chance for Students future career.

## 2. The Mean Score of Students Questionnaire

From 34 students, total score of the questionnaire was 1901 and total number of the table were 13. So the mean score

$$X = \frac{\sum x}{n}$$

$$X = \frac{1901}{34}$$

$$X = 56$$



The calculating above shows that the mean score of the students perception toward the effectiveness of Public Speaking Class to Support their Speaking Practice was 56 it indicates that the students strongly agreed and had positive response on Public Speaking Class to support students speaking practice.

## **B. Discussion**

In this part, the researcher explain about Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice at the Fifth Semester Students in Muhammadiyah University of Makassar and result score of students questionnaire.

1. Students' Perception toward the Effectiveness of Public Speaking Class to Support their Speaking Practice at the Fifth Semester Students in Muhammadiyah University of Makassar.

As has been presented on findings, the result in questionnaires show that respondents had positive perception toward the effectiveness of Public Speaking Class to support their speaking practice. It can be seen from the result of questionnaires. Below were the detail answers of the research questions.

In question number 1, all of the students answered Public Speaking Class make the students be more confidence to speak in front of class, so it can be concluded that all of the students strongly agree that Public Speaking Class can help the students be confident in practicing speaking. In question

number 2 all of the students answered that Public Speaking Class is an effective way to improve their potential and talent, it means that all of the students strongly agree that Public Speaking Class is an effective strategy to improve their potential and talent. In question numbers 3 & 4 stated that Public Speaking Class can make the students to be better speaker and a good place to speaking practice, so it concluded that all of the students agree that Public Speaking Class make the students to be better speaker and the good place to speaking practice. In question number 5 with the students joined Public Speaking Class, the students can express the idea, opinion, and feeling, so it can conclude that all of the students strongly agree because the students got a new experience.

In questions numbers 6 & 7 Public Speaking Class also improve their vocabulary and speaking practice. In question number 8 & 9, they stated that by the joined Public Speaking Class the students can speak in front of audience with use a predetermined time. So it can conclude that all of the students agree because can help the students fluently in practicing speaking. In question number 10 all of the students agree with joined Public Speaking Class, the students can solve the problem in speaking like nervous. For question number 11 the students said undecided, Public Speaking help their listen more carefully and critically evaluate other speeches. For numbers 12 & 13 all of the students answered by joined Public Speaking Class their can

speech, MC and also Public Speaking Class is a good chance for students future career, so it Public Speaking is an affective for them.

## 2. Result Score of Students Questionnaire.

All of the students strongly agree and had positive response, the calculating also shows that the mean score of the students perception toward the effectiveness of Public Speaking Class to support their speaking Practice was 56. So, Public Speaking Class is effective to support their speaking practice especially their fluency. Most of students was believe that public speaking class had a good motivation for students to improve their speaking skill. In addition, the result of the students perception similar with the previous finding, Watkins (2014) states that the development of public speaking skills requires hard work and motivation. The researcher claim that Public Speaking Class very useful for students for a good future career.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

#### **A. Conclusion**

Based on the findings and discussion, it can be concluded that study gave their positive perception toward the effectiveness of Public Speaking Class at the Fifth Semester students from BG.VD of English Department in Makassar Muhammadiyah University. The positive judgement from the respondents comes not only from the students' statement agreement and the aspects in the research questionnaire but also from the advantages which they got while the implementation of public speaking class to improve their speaking skill. They claimed that they have got many benefits in public speaking Class to improve their speaking skill in practicing speaking. Nevertheless, students still need their lecturer during the process. Lecturer was needed by the students in order to get some instruction, correction, motivation etc.

#### **B. Suggestion**

Based on the result of the data analysis and conclusion, the researcher suggests as follows:

1. For the lecturer of public Speaking Class at the fifth semester students of English Department in Makassar Muhammadiyah University, it is suggested

the implementation not only can be used in Public Speaking Class, therefore it can be as one of the strategy which can be implemented toward others subjects of English Education Department to improve their speaking skill.

2. For next researcher use this thesis as an addition reference or further research with different discussion.

## BIBLIOGRAPHY

- Aljadili, Mohammedi Z. 2014. *The Effectiveness of Using Virtual Classes on Developing the Tenth Graders' Speaking Skill and their Speaking Anxiety*. The Islamic University-Gaza.
- Andriani, Dina. 2016. *What is Public Speaking*. Retrieved on February 10<sup>th</sup> 2017. Form: <http://humanisgroup.net/pengertian-public-speaking-2/>
- Aras, K. 2012. *The Nuts and Bolts of Public Speaking: Practical Tools or Powerfull Presentations*. From <http://www.thecommunicationfactory.com/seminars/skills/publicSpeaking.php>.
- Arikunto Suharsimi. 2013. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.
- Baker, J. & Westrup, H. 2003. *Essential Speaking Skills: A Handbook for Language Teachers*. London: Continuum, Inc.
- Celce, M. & Murcia. 2001. *Teaching English as a Second or Foreign Language*. Third edition. Boston: Heinle & Heinle.
- Coopman, S.J., and Lull, J 2012. *Public Speaking the Evolving Art*. Boston: Wardsworth Cengage Learning.
- Farrel, R. 2011. *Soft Skills All Great Leaders Should Have. Career Builder*. Retrived from <http://www.careerbuilder.com/Article/CB-2335-Leadership-Management-Soft-skills-all-great-leaders-should-have/>
- Harmer, J. 2001. *The Practice of English Language Teaching*. Third Edition. Cambridge: Longman
- Harris, David Payne. 1994. *Testing English As a Second Language*. New York: Mc.Grew-Hill.
- Hornby. A S. 1995. *Oxford Advanced Learner Dictionary*. New York: Oxford University Press.
- Ibrahim, A.H., & Yussof, Z.S 2012. *Teaching Public Speaking in Blended Learning Environment*. International Journal Of Science and Humanity.
- John, W.C, 2012. *Educational Research (Planning, Conducting and Evaluating Quantitative and Qualitative Research)*. Pearson Education: United State of America.

- Lambardo, L. 1984. *Oral Testing: Getting Sample of Real Language (English Teaching Form)*
- Marcel. 1978. *English Speaking Elements*. Available on <http://eng.gsu.Edu/mos.dog/ghtml>.
- Mulyana, Yayan G.H.1993. *A Practical Guide English for Public Speaking*. Visipro. Jakarta.
- Nasser, Omer. 2014. *Public Speaking Instruction; the Second Question Sought to Find out the Effect of PSI on Reducing Students' Communication Apprehension. Findings Support the Effectiveness of Public Speaking Instruction In Reducing Students' Communication Apprehension*. Vol.2 No.2
- Rhodes, T. (Ed.) 2010. *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics*. Washintong D. C. : Association of American Colleges and Universities
- Rizvi, M.A. 2005. *Using Students Analysis in Teaching Public Speaking for Business*. Dhanbad : India School Of Mines.
- Rockler-Gladen, N. 2 009. *Job Skills that Every College Students Needs: Writing, Speaking, Proffessionalism, and Other Important Knowledge*. Suite101.com. From: [http://studyskills.suite101.com/article.cfm/job\\_skills\\_that\\_every\\_college\\_students\\_needs/](http://studyskills.suite101.com/article.cfm/job_skills_that_every_college_students_needs/)
- Sugiyono 2010. *Metode Penelitian Puantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Bandung.
- .....,2014. *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- ....., 2015.*Metode Penelitian Pendidikan*. Bandung: Alfabeta Bandung.
- Templeton & Fitzgerald 1999. *Schaum's Quick Guide to Great Presentations*. New York: McGraw-Hill, 1999.Google Books. Web 22 September 2011.
- U.S. Department of Labor. 2000. *Skills and Tasks for Jobs: A Scans Report for America 2000*. The Secretary's Commission on Achieving Necessary Skills. Washington, D.C.
- Watkins Cheryl 2014. *Strategies for ESL Students In Community Colleges to Develop their Public Speaking Skills*. New York: University of San Fransisco.
- Xuying 2013. *Peer Assessment of Perception and Attitudes in Public Speaking English Classes*. Vol:11 No.4.

# **A P P E N D I C E S**



DAY/DATE :

## QUESTIONNARE

NAME :

AGE :

CLASS :

SEX : M/F

PHONE NUMBER :

NO	STATEMENTS	OPINION				
		SA	A	U	DA	SDA
1	By Following Public Speaking Class, I perceive be more confidence to speak in front of class.					
2	Public Speaking Class can improve my potential and talents.					
3	Public Speaking class can make me to be better speaker.					
4	Public Speaking Class is a better place to practicing speaking.					
5	By Following Public Speaking Class, I can express the idea, opinion and feeling.					
6	Public Speaking Class improves my vocabulary					
7	Public Speaking Class improves my Speaking					

	Practice					
8	By Following Public Speaking Class, I can speaking in front of audience.					
9	In Public Speaking Class, I can get a new experience, How I Speak with use a predetermined time.					
10	By following public Speaking Class, I can solve the probem in speaking such us nervous.					
11	Public Speaking helps me to listen more carefully to and critically evaluate other speeches					
12	By following Public Speaking Class, I can speech and MC					
13	Public Speaking Class is good chance for Students future career					

NOTES :

Items			Score
SA	= Strongly Agree	(Sangat Setuju)	: 5
A	= Agree	(Setuju)	: 4
U	= Undecided	(Ragu-ragu)	: 3
DA	= Disagree	(Tidak Setuju)	: 2
SDA	= Strongly Disagree	(Sangat Tidak Setuju)	: 1

No. Respondent	Questionnaire Items													Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	
1	5	5	5	5	5	5	4	5	4	4	4	3	5	59
2	5	4	4	4	5	4	4	5	4	4	3	4	5	55
3	5	4	4	5	5	4	5	5	4	5	3	5	5	59
4	5	5	4	5	5	5	4	5	4	4	3	3	5	57
5	5	5	4	4	5	5	4	5	4	4	3	3	5	56
6	5	5	4	4	5	4	5	5	4	4	5	3	5	58
7	5	5	4	4	4	5	4	4	4	4	3	3	5	54
8	5	5	4	4	5	5	4	5	4	5	3	5	5	59
9	5	5	4	4	3	4	5	5	3	4	3	4	5	54
10	5	5	4	4	5	5	4	5	4	4	3	4	5	57
11	5	4	5	5	4	5	5	4	4	5	3	4	4	57
12	4	4	4	5	4	5	5	5	5	4	4	4	5	58
13	5	4	4	4	5	5	4	5	4	4	3	4	5	56
14	5	4	4	4	5	4	4	5	4	4	3	3	5	54
15	5	4	4	3	5	5	5	4	4	5	4	4	5	57
16	5	5	5	3	5	5	5	5	5	4	5	5	4	61
17	5	5	4	4	3	4	5	4	3	4	3	4	4	52
18	4	5	4	4	5	4	4	5	4	4	5	3	4	55
19	5	5	5	4	4	5	4	4	4	4	5	3	5	57
20	4	5	4	5	4	5	3	4	4	4	3	3	5	53
21	5	4	5	5	4	4	5	4	4	4	3	4	5	56
22	5	4	5	5	3	5	4	5	3	5	2	5	4	55
23	5	4	5	5	3	5	4	5	3	5	2	4	5	55
24	4	5	5	4	4	5	5	4	5	4	4	4	5	58

<b>25</b>	5	5	4	4	4	5	4	4	3	4	3	5	4	54
<b>26</b>	5	5	5	5	4	4	5	5	5	4	4	5	5	61
<b>27</b>	4	5	4	4	4	5	3	4	3	5	3	4	5	53
<b>28</b>	5	4	4	4	3	5	4	5	3	5	2	5	4	53
<b>29</b>	5	4	4	4	5	5	5	4	5	5	5	5	4	60
<b>30</b>	4	4	3	5	4	4	4	4	5	4	3	3	5	52
<b>31</b>	5	5	4	3	3	5	5	4	2	4	5	4	4	53
<b>32</b>	5	4	4	4	5	4	4	5	4	4	3	3	5	54
<b>33</b>	4	5	4	5	4	5	3	4	4	5	3	4	5	55
<b>34</b>	5	4	4	4	3	5	5	5	3	4	3	4	5	54
														<b>1901</b>



Picture 1. Collecting the Data



Picture 2. Collecting the Data



## **CURRICULUM VITAE**

**Etti Rahayu** is a student of English Department in Muhammadiyah University of Makassar. She was born on 18<sup>th</sup> November 1995 in Limbung. She is the first daughter of marriage between Ramli and Almh.Muliana. She has a sister, her sister's name is Esti Qama.

In 2001, she started in elementary school at SD Inpres Borongunti, graduated in 2007. Then she continued her study at SMP.Muhammadiyah Limbung and graduated in 2010. After that she continued her Senior High School 1 Bajeng and graduated in 2013. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “*Students’ Perception toward the effectiveness Public Speaking Class to Support their Speaking Practice ( A Descriptive Research at the Fifth Semester Students of English Department in Makassar Muhammadiyah University).*”