AN ANALYSIS OF STUDENTS' ABILITY AND DIFFICULTIES IN PUBLIC SPEAKING AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfilment of the Requirement for the Degree of Education in English Department

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"Nothing Last Forever, We Can Change The Future"

This thesis is proudly presented to:

- ❖ My great family

- ❖ My friends

- ❖ Other People

ABSTRACT

ADITYA ANUGRAH RAMADHAN, 2018. An Analysis of Students' Ability and Difficulties in Public Speaking at Muhammadiyah University of Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by Nurdevi Bte Abdul and Muh. Astrianto Setiadi.

This study aims to: (1) analyzed the of students' abilities and difficulties in public speaking, (2) analyzed the strategies used by students to improve their abilities in public speaking.

This study used qualitative design in data collection and the instruments used to collected data are by distributing questionnaires and interviews. Data were collected from 5 classes consisting of a total of 132 students who had been studied in fifth semester at English Education Department. Questionnaires consist of several parts, first the characteristics of abilities possessed by students and secondly the characteristics of the difficulties that students have. Interface interview was conducted with 3 students in each class who have been chosen before, where the points in the interview questions in the form of qualitative interviewed.

Based on the findings, the results of this study indicate that most students experience difficulties in public speaking in terms of panic, lack of confident, nervous, lack of understanding the material, forget the words, can't speak loudly, look less attractive, cannot answer the audience's questions properly and correctly. Then, in terms of students' abilities namely understanding material, speak loudly, smile, control situation, good attractive, can answer the audience's questions properly and correctly, focus on material, always confidence. This finding can be concluded, that students really need a strategy to minimize the difficulties they face in learning public speaking.

Keywords: Strategy, Ability, Difficulties, Experience.

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CHAPTER 1

INTRODUCTION

A. Background

English is the first foreign language taught from primary to university. English is the major language for intermediate mean of communication and for transfer of science and technology. In addition, English is also the medium of communication in trade and international business. English is one of the languages that are considered by United Nation as International language together with French, Spanish, Russian and Chinese. Eighty five percent of International organizations have English as at least one of their official language. This may affect to the development progress of one nation which is mother-tongue or first language is Non-English since the current status of English as an International or global language is underpinned by its wide use in a range of field such as education, politics, diplomacy, international trade and industry, commerce, science and technology, the media, information technology, popular culture, and communication (Crystal and Jenkins, 2003).

Public speaking itself is the art of public speaking about a certain subject / topic orally, with the aim of influencing, inviting, educating, changing opinions, giving explanations, and providing information. Lucas (2006), explains that public speaking can produce something different or make changes to the world in a simple way, is speaking. Public speaking consists of two words: public and speaking, public

means people, public, and people, while speaking means speaking. So if we put together public speaking means talking in public or public. While in Merriam-Webster's dictionary is quoted from the paper Nasila (2015). Interpret public speaking as "the act or skill of speaking to a usually large group of people". Public speaking is the action or skill of speaking to a large group of people.

According Nasila (2015), the purpose of public speaking is inseparable from the purpose of communication, that is to convey a message or idea to the public with methods in accordance with the public can understand the message or idea, and then reap the benefits of the message. In this connection, a public speaker is required to choose the right method to convey his message. People speak in public or not, we speak everyday language, even by college students. Speaking in the meeting, telling friends around, and presentation in front of the class are a few examples of the application of public speaking.

As in the scope of learning in college, Hakim (2016) explained by to solve the problem of the students in Public Speaking learning is through the development of additional teaching materials for students at college level of English subjects through Communicative Language Teaching approach. Therefore, in order to make this material better, teacher use materials that have been developed with lesson plans to meet the needs of students in Public Speaking based on their needs, conditions and time. Since this material is merely a complementary teaching material, the teacher also tries to incorporate this developed material with the main book or source others.

This is in line with the opinion of Andrew McCarty (2007) in his book Positive Thinking, everyone must feel nervous (self-confident) to speak in public. As a result, there emerged a perception that to become a public speaking must have a fundamental ability called soft skill. However, there are still many famous publications who say that he is always nervous just before speaking in front of potential listeners. That is, the limitations of soft skill is not a reason for someone to not be able to skillfully speak in front of the crowd. Unbelief is influenced by the extent to which a person prepares himself to appear in public, both in terms of the topic of conversation, physical, and mental.

Another problem students experienced was the lack of mastery of the material to be delivered. A speaker always hopes to get a lot of support for the opinions and materials that he will convey. However, most students tend to feel inferior about this problem. Especially when he compares himself to the level of status, value, appearance, income, or intelligence of the potential listener to be faced. This will directly cause depression. Therefore, it takes a strength from within the individual to always think positive. The potentials that exist in themselves only need to be displayed.

Explanation of conclusions about public speaking according to Sandra (2009), the importance of public speaking ability is very absolute. This ability underlies the success of each person in various fields. A Public speaker with his role as a giver of influence and benefit for the listener is required to appear convincing. All his words,

appearances, and behavior can be an inspiration to his audience. For that, the element of communication motivation must be inherent in a public speaking avoids the concerns that make him doubt with his ability. The quietness of a public speaker is determined by the perfection of its preparation. Then every process of implementation is done systematically. Thus, a public speaker will gain success if he has successfully executed his strategy and implemented effective communication techniques. These strategies and techniques are carried out before speaking, speaking, after speaking, and during the process of repeating the activities in the next opportunity.

B. Problem Statement

Based on the statement above, this study limits discussion by stating the following research question:

1. What are the difficulties faced by students in learning public speaking?

2. How is students' strategy to improve their ability in public speaking?

C. Objective of Study

The main purpose of this study is to determine the level of ability and difficulty of students in public speaking.

1. To find out the difficulties faced by the students in public speaking.

2. To find out the students' strategies that can improve their skill in public speaking.

D. Significance of Study

The results of this study are expected to be useful information for many people such as:

1. Teachers or educators

Theoretically, teachers or educators can add various public speaking student learning strategy concepts in the future. Practically, teachers can motivate students to improve their public speaking skills.

2. Students

Theoretically, students can understand the types of learning strategies to accelerate and improve their public speaking skills. Practically, students can practice the concept of a good learning strategy public speaking in their academic and daily basis.

3. Further research

This research can be used as a supporting reference in order to equip themselves into a public speaking. In addition, it can also be used as information.

E. Scope of the Research

The purpose of this study is to analyze the level of difficulty in public speaking and explain the strategies and good preparation needed to improve the ability of public speaking. Limitation of this research for students majoring in English fifth semester at Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will cover the research of related experts on public speaking factor, public speaking elements, strategy and problem solving in public speaking.

A. Previous Research Finding

Several studies already conducted about public speaking learning. In this section of the discussion, the researcher will briefly describe some of the research related to previous research. Those are as follow:

1. Diana (2009) in her study "Learning Method English for Public Speaking in Three Dimensions to Improve The English Language Skill Students", the results of her research is to train students to not only speech, in accordance with the old paradigm so far, because the scope of public speaking is not only speech, but negotiating interviews, hosting, arguing and holding the conference press is part of public speaking. Therefore, the results of this study, students are introduced and trained to be involved in public speaking activities. It can be concluded that learning English with three dimensions has a very good and significant impact in improving the ability of English.

2. Armasita (2017) in her study "Improving Students' Public Speaking Capability in English Learning with Action Learning Strategy", the results of her research is, the

result shows that there is improvement of public speaking student skill by using initial learning action. Action learning strategy is one strategy that teachers can use in teaching English to improve students' speaking skills in public. The conclusion of this study is that students who are taught by using the initial learning strategy become an alternative for teachers in teaching talk that can improve the ability of public speaking their students.

3. Marlini (2014) in her study "Using Communicative Approach Method to Improving Students' Self Confidence in Public Speaking", the results of her research is indicates that the communicative approach is indeed successful in promoting and improving students' self-confidence in public speaking. Students who do not speak at the beginning of the program become more active in participation towards the end and some even gain more confidence than others. The study concludes that it seeks to provide some useful insights for language instructors by looking at the impact of communicative methods in language teaching particularly focused on communication.

Based on the conclusions of some previous studies that have similarities, it is important to use appropriate learning methods to speak publicly to help students understand skills in public speaking. The ability to become proficient in public speaking supports the success of students in various fields later. However, there are two aspects that make this research different from previous research that can be seen from the method of learning public speaking and analyze the ability and difficulty of

students in learning public speaking. Therefore, the conclusion that can be drawn from previous research with current research that is needed a good strategy to teach students about public speaking so that students can have good public speaking skills and find ways to solve problems or difficulties they face in learning public speaking.

B. Concept of Public Speaking

1. Public

According by Webster (2008) the public word is absorbed from English public which is etymologically derived from Latin, publicus meaning for populicus and populicus derived from the word populus meaning people. Furthermore, the word public is defined as non-individual, including the people, relating to or concerning a country, nation or community, as used in the phrases of public finance, public administration, public service, public transport, public relations, public interest, and so on. Other sides, Blumer (2000) explained the Public understanding is a group of people faced with a problem with various opinions on how to solve the problem, and engage in a discussion of the issue. And defines of public is a number of people who are united in one bond and have the same stance to a social problem.

2. Speaking

According by Agustina (2011), speaking can be interpreted as a talk activity, where speaking activities in question is speaking in English. When viewed from the

origin he said, the word "speaking" comes from "speak is to express opinions; to say; to converse ". So speak here is how to express or express opinions, words we want to say. That is the definition of speaking simply and the origin of words from speaking. But in the broader sense speaking has considerable coverage in our lives. Every day many people in this world express their opinions so that we can listen, conclude and also take attitude from what they uttered.

Trigan (2008) defines that speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, or feeling. It is very complex, because it includes many aspects such as, grammar, pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and conversation. So, it can be considered as the most important of human tool for social control.

3. Types of Speaking

Brown (2004) categorized the basic types of speaking as follows:

a. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion performance.

b. Intensive

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate commencer in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements--intonation, stress, rhythm, and juncture.

c. Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and comet and the like.

d. Extensive

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether. So those types speaking activities are much concern with the age of the speaker. A speaker will be able to produce the more complicated sentences as he become older.

4. Public Speaking Competencies

There are several previous studies describing the competence of public speaking according Paul (2012) as follows:

a. Useful topics

The first speaking competency is choosing the appropriate topics for audiences and opportunities. An advanced speaker chooses a useful topic that involves the audience. Speaker topics also present an audience with new information that they did not know before the speech.

b. Involving Introduction

To formulate an introduction that directs the speaker to the topic and the speaker is a second speaking competence. An advanced speaker writes an introductory that contains an excellent attention-grabber.

c. Clean Organizations

The third competency is to use an effective organizational pattern. The advanced speakers are very well organized and deliver the speech with clear key points. The points are mutually exclusive and directly related to the thesis. Furthermore, he uses an effective transition and signs to help the speech flow well.

d. Supported Ideas

Fourth on the list of speaking competencies is to find, synthesize, and use interesting material support. In an advanced speaker's speech, the main points are supported with a variety of credible material, and the source provides excellent support for his thesis.

e. Concluding Conclusions

The fifth speaking competence is to develop conclusions that strengthen the thesis and provide psychological closure. The advanced speaker provides a clear and memorable summary of points, and he refers back to his thesis or big picture. His speech also ends with a strong decision or call to action.

f. Clear and Clear Language

To show a careful choice of words is the sixth speaking competence. The language of advanced speakers is very clear, imaginative and clear. The language is also completely free of bias, grammatical errors and inappropriate use.

g. Suitable Vowel Expression

Competence number seven is effectively using vowel and paralanguage expressions to engage the audience. Very good use of vocal variation, intensity and tempo are characteristics of advanced speakers. His vocal expression is also natural and enthusiastic, and he avoids fillers.

h. The corresponding nonverbal

The eighth on the list of competencies is to show nonverbal behaviors that support verbal messages. The advanced speaker has a natural, well-developed posture, gestures, facial expressions and eye contact, and features a high level of tranquility and confidence.

i. Adapted to the Audience

The ninth speaking competence is to successfully tailor the presentation to the audience. The advanced speaker shows how information is important to the audience members, and his speech is tailored to their beliefs, values, and attitudes. He may also make an understanding to share experiences culturally.

j. Use of Adept of Visual Aids

To take advantage of visual aids with skill is the tenth competency. The extraordinary explanations and presentations of visual aids are the characteristics of advanced speakers. His speech has a visual that provides powerful insights into speech topics, and the visuals have high professional qualities.

k. Convincing Persuasion

The eleventh and final public speaking competence is to build an effective persuasive message with credible evidence and strong reasoning. Advanced speakers articulate problems and solutions in a clear and compelling way. He supports his

claim with strong and credible evidence while totally avoiding it reasoning errors. His speech also contains an impressive call to action.

5. Elements of Public Speaking

The elements inside public speaking are as follows (Gregory, 2004):

a. Speaker

In the process of communication always occurs delivery of a message from a speaker to a group of listeners. Whether speaking to 50 or 500 listeners, the speaker becomes the key to public speaking success. The main requirement that a speaker must meet is to convey a message that the audience can understand. This means that the speaker should be able to make the audience involve their thoughts and feelings

b. Listener

Listener is the recipient of the message sent by the speaker. Although a speaker can speak fluently and dynamically, the size of a public speech's success is when the listener receives and understands the message that is delivered correctly. The failure of a communication process can be caused by the speaker or by the listener. Although the speaker is the main element, but the listener also plays an important role. A good listener is one who can listen to an open-ended message, refrain from judging a speaker without listening carefully.

c. Message

Messages are content that speakers communicate to listeners consisting of verbal and non-verbal messages. Language is a verbal message while non-verbal messages consist of tone of voice, eye contact, facial expression, gestures, posture, and appearance. Ideally, both verbal and nonverbal messages must complement each other and work together in a balanced way. Otherwise, the listener will receive a mixed message, in the sense that the listener will choose whether to receive a verbal or non-verbal message. To overcome this, the speaker must ensure that the non-verbal cues it conveys support verbal messages that pronounced.

d. Feed back

Feedback is the response given by the listener to the speaker. Feedback can be both verbal and non-verbal. Verbal feedback is usually delivered in the form of questions or comments of a (or more) audiences. Generally, the audience will refrain from giving feedback until the speaker has finished delivering the material or until the questioning session begins.

e. Medium

Medium is the means used to transmit messages. A speech can be delivered to the listener in various ways; for example, through voice, radio, television, public speech (public address), and multimedia. In speaking in the classroom, for example,

the medium is the sound, and visual mediums like gestures, facial expressions, and visual aids. In front of co-workers, the media can be used public address. This will be effective when supported by good room and acoustic formats.

f. Situation

Situation is the context, is time and place where communication occurs. Different situations require different ways of communicating, both from the speaker and the listener. Time is important in determining how the audience responds. Many listeners become more difficult to persuade at times where they tend to be sleepy and tired (between 15:00 and 17:00). In those hours, the presentation should be done as lively as possible. When a speaker prepares, he must find out as much as possible about the situation to be faced.

6. Kinds of Public Speaking

According to Rakhmat (2013), Public speaking is an activity that relies on the conversations and knowledge being discussed. In order for the discussion described not to miss the contrary, it is necessary to adjust what kind of public speaking is appropriate to be applied in the event. The type of public speaking is as follows:

a. Informative

This type of public speaking aims to tell something, whether it is new or new information related to an issue or topic. The speaker should conduct an in-depth

research on the topic to be presented. Or usually, the speaker is an expert in the subject area to be discussed. We usually find this kind of public speaking in business presentations, lectures that bring in guest lecturers, or group presentations in the classroom. What needs to be further prepared in addition to research is to collect the complete facts, but remain related to the presentation theme. Presentations are considered successful if the audience can understand the speaker's intentions well.

b. Persuasive

The type of persuasive is public speaking which aims to invite a group of people or individuals to do or trust something. This type can be spelled out to require a speaker who is really expert because it is related to the beliefs of others. It may be that the speaker has to face opposition people or groups against the opinions of speakers. That's the challenge for the public speakers. Religious lectures, motivational seminars and product presentations are examples of persuasive public speaking. To be noticed is the target audience we will face. Our knowledge must be better than our audience and do not discuss something that hurts some people.

c. Impromptu

This type does not vary much with other types of public speaking. But the difference lies in its preparation. The impromptu method does not do any special preparation and is done unexpectedly. For example giving a speech at the time of marriage, of course everyone does not prepare the material that should be spoken at

the time to congratulate at the wedding in front of many people, therefore, not many people are adept at doing public speaking type like this.

C. Confident Public Speaking Factor

People who are low self-esteem or depressive are those who never try to show the potential that they have. As a result, self-esteem remains invulnerable by the fear and nervousness that always haunts his mind before acting. Be aware that the fear will slowly disappear if we often try to do the thing we fear, then make mistakes, and then carefully take lessons from every experience gained. Carnegle (2006) suggests, that the quickest and best way to overcome fear is to do what we fear.

While other opinions that may be able to form a positive mindset can be considered through the following statement: "Research shows that people who adjust between their self-image and self-ideal tend to be socially calm, confident, and ingenious. Conversely, people who are less self-adjusted tend to be depressed, anxious, anxious, and less able in social skills. "(McCarty, 2007).

"Nearly 98% of people who do not suffer from depression are those who think with positive prejudices," McCarty said (2007). Therefore, to enhance our self-esteem, we must try to think positively about ourselves. We must believe that we have positive thoughts in us.

D. Barries to Public Speaking and How to Overcome Them

When speaking in public of course many obstacles that will arise, as for the constraints that will arise when public speaking quoted in Kompas article (2010) 4 Public Speaking Constraints, as follows:

1. Forgetting Self Potential

According to Choky everyone has potential. It is this principle that needs to be realized early on. So, do not ever limit the talents that exist within you, he said. You should also be aware of your self-esteem and the limitations of your personal abilities. Armed with this principle, you are very capable of developing the potential by continuing to learn and hone talents.

2. Reduced Confidence

Lack of self-confidence prevents you from releasing potential in yourself when performing in public. The key to public speaking success is one of them, fostering your confidence. Understand that there is no need to be the perfect person to apply public speaking. You can still perform with a small ability, people who speak in public not because of adept from birth. Whatever the appreciation of the person who is listening to you speak, appreciate it. Go ahead with what you have. Never do what others want. But you still have to listen to constructive voices or criticisms, and do what's right.

3. Not Mastering The Material

In addition to mental readiness, public speakers are also important to always be ready with the material to be delivered. Public speaker is true messenger. Experience, personal background, social, also education and talent capacity of each person is different. It is this factor that influences one's skills when speaking and performing in public. Even so, all these factors are not a justification if it turns out you have not succeeded in public speaking. With a willingness to learn and add insight, the third obstacle in public speaking can be overcome. By mastering the material, the message to be conveyed can be well received by the audience. Not mastering the material is a condition that can occur when you as a messenger or the person who asked his opinion on an issue. How to solve the problem is to provide material or a systematic answer. To get the right pointers and choose the right words, you need to provide a systematic answer. If you know what to answer, start from the foundation, then express the experience, and finally give your opinion. Obviously if you do not understand the material, be honest as it is. Do not answer what you do not know. That is, say in a manner that is courteous and correct your honesty is.

4. Not Mastering The Audience

Try to stay relaxed, so you can enjoy the public speaking and do not feel intimidated. Focus on what's not on what's missing. If you make the wrong speech or feel bad, immediately return the focus to what is, not the mistake you just made. To

master audiences, strength is in your own hands. And while speaking try to put aside the position. Any position or status attached to you can be a hidden burden. You feel you should be perfect to talk because you are the famous presenter, example. It's okay, because mistakes are normal and natural. Just admit mistakes once you do it in public like saying "sorry, repeat and others".

E. How to Overcome Nervous In Public Speaking

There are some ways to overcome nervous in public speaking explained by Kompas article (2010), as follows:

1. Inhale / breathing training

For a short period while you're on the podium, take a deep breath. And relax the muscles. Relaxation.

2. Pause

If nervous appears in the middle of the conversation, then pause for a moment, slouch your talk, Breathe in, smile, and look at the audience that is most familiar to you.

3. Master the material

Learn each subject, understand, and master on the topic of conversation as best you can. Conduct data research if necessary so you feel nothing is left out about

the topic of the conversation. If you master a topic, for example about yourself and your family, then you will be lancer in public speaking. Mastering the material is also the best way to build self-confidence (you know best and most ready to present the topic of conversation, as you have learned a lot, while the audience is not).

4. Preparation exercise

In addition to studying the material, preparation is also done by way of practice. The exercise will add hours of flying, launching the delivery. Take time to practice in front of a mirror, in front of your friends, or even in front of your pet cat or pet.

5. Relaxation of the body

Take time to relax. For example in the toilet. Perform breathing and stretching (stretching) the muscles of the hands, feet, back and shoulders to reduce the tension in your body.

6. Relaxation of sound

Practice your vocal pronunciation by pronouncing A-I-U-E-O vocals with a round, hard enough, open mouth (according to the spoken letters).

7. Laugh

Lucky you if there is something funny before you perform. For example there is a joke from MC then laugh as soon as possible. Laughing will kill nerves watch standup comedy or funny movie before going to the location.

8. Smile

Keep smile before, while, and as long as you talk try full smile, except when saying things sad. Smile is not only the best eye contact to establish rapport with the audience but also great therapy to make you relax, comfortable, and loose.

F. Overcoming Fear and Not Confidence

According by John (2009), feelings of worry or fear are commonplace, which should be avoided is excessive fear. So in public speaking. We should be able to control fear and instead make that fear the impetus (positive energy) that is needed in the preparation of the talk and when it comes to speaking later. By engaging a little worry or fear to stay within us, our speech quality will surely improve because then we still leave room for outside pressure to us. Concerns that we can use actually become a tool of control for ourselves. Control with regard to whether we have done proper preparation. Concern is also a positive value because it is able to function as a suppressor of selfishness and self-conceit.

When fear strikes, we do not have to then be afraid to overdo it. Nor do we need to express that fear to everyone, let alone tell it. We will not get any sympathy from anyone for the fear we experience. Even our fears will be an inconvenience to others who listen to and pay attention to us when appearing as speakers. In essence a solution to overcome feelings of fear and not confident there are some things that need to be done that is as follows;

1) Selecting and defining the topic to be submitted

2) Pay attention and analyze the audience we will face

3) Looking for sources and literature related to the topic we will discuss

4) Make a point formulation that we will discuss

5) Support ideas on the points we describe

6) Organize speech materials.

7) Selecting key words

8) Make the introduction, conclusion and transition of your conversation appropriate and interesting

9) Train yourself

G. Good Strategy and Preparation Public Speaking

According to Widiawan (2010), the task of a public speaker is to convey ideas to the audience and the idea has the potential to influence the actions of the audience. For that, it is necessary preparation optimally before making a presentation in front of the audience. I summarize the strategy and preparation in five ways:

1. Introduction to the Audience

The introduction of the audience can equip us in choosing materials, composing, and presenting them with the right strategy. This is because our knowledge of the public will be concrete. To identify potential audiences, there are general and special things to note, including, the general thing, the number of audience, age range, gender, occupation, education, religion, socio-political-economy, and cultural customs. Specific things, among other things, note the motivation of the audience's arrival, pay attention to the level of audience knowledge, the possibility of reaction or attitudes of the audience.

2. Organizing the Material

The more information you get the better the preparation of the material. Some things to note, among others, to find out the information needed, to know the source of information, to select some information from several collections that have been obtained, to compile the material structure

3. Introduction of the Place

A good speaker will recognize in advance the field where he will speak. Things to note include: Attend at least one hour before the event starts to see the overall physical condition, make sure the current position will talk, pay attention to outdoor or indoor, paid attention to the requirements of your needs to speak, such as audio visual equipment.

4. Physical Appearance

The audience is likely to give an assessment when it gets the first impression given by the speaker. Therefore, a lot of things to be considered in detail, among others, neatness, cleanliness, and suitability of clothes, Physical appearance when appearing, such as Standing relaxed but well-built, feet should be neat and look polite, relaxed hands and can make proportional movement, face looks convincing but not tense.

H. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram:

| Students' as Public Speaker | ⇨ | Difficulties faced by Students' | ⇨ | Students' Strategies to solve the problems |

Conceptual framework above shows the process of learning public speaking conducted by lecturers, then in the process of learning public speaking students taught to be a public speaker, then what difficulties faced by students in learning public speaking, and the last is how students' use good strategies to solve difficulties and improve their students' public speaking ability.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, research subject, instrument of research, procedure of data collection, and technique of data analysis.

A. Research Design

This research used qualitative descriptive design. It was conducted at students of Muhammadiyah University of Makassar during the academic year 2018-2019.

B. Research Subject

The subject of this study chose students majoring in English at the Muhammadiyah University of Makassar precisely at the time after going through the learning process of Public speaking. The researcher chose 5 classes with a population of around 150 students and researcher chose 2 or 3 students in each class to be sampled. The chosen student was observed by the researcher, assessing the aspects of experience gained by students during the study, and what results are obtained.

C. Research Instrument

In this study, researcher used three types of instruments to collect data, namely;

a. Questionnaire

Research instrument consisted of a series of questions for the purpose of gathering information from respondents. The questionnaire was used to find out students who have abilities and difficulties in public speaking.

b. Interview

The researcher made face-to-face meeting with the students to be interviewed. The interview technique was semi-structured, and the purpose of this interview technique was to determine the problem and strategy of public speaking more openly, where the students were asked for their opinions and ideas related to public speaking.

c. Focus Group Discussion

This technique is proposes by creating a group and providing the questions needed to obtain information from respondents in the form of personal or group information, or things that students know.

D. Procedure of Data Collection

The procedure of data collection are as follows:

1. First, researcher got permission from the English department.

2. Second, the researcher started attending several classes of students who will be given a questionnaire.

3. Third, the researcher then checked the results of the questionnaire

4. Fourth, the researcher then chooses 2 or 3 students in each class who will be interviewed.

5. Fifth, the researcher made a group discussions aimed at gathering selected students.

6. Sixth, researcher gathered students to begin research.

7. Seventh, the researcher asked several questions related to public speaking which are then given to students to be answered.

8. Eighth, researcher got information from students about their abilities and difficulties by recording sound or recording important points of information that researcher got.

9. The last step was to analysis the level of ability and difficulty of students in public speaking.

E. Technique of Data Analysis

1. Each questionnaire collected has been analyzed.

2. Any information collected from the results of the interview have been retrieved according to what the researcher understand.

3. Then, the research began to classify the results of data collection by grouping data and writing according to existing data.

4. Data analysis techniques in the study used was descriptive percentages. The formula is follows:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P : Percentage

F : Students respond

N : The total number of sampled

5. Summary is used to build generalizations where researcher can handle existing theories or build new theories.

6. At various stages, the researcher written a summary of the findings at that time.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the findings of the research and its discussion of the result of the data analysis.

A. Finding

The findings of this study relate to the classification of student questionnaire assessments and voice recordings in the interview section. The purpose of this study was to determine the analysis of the abilities and difficulties of students in public speaking in the 5th semester of the Muhammadiyah University of Makassar. Data from the questionnaire used the characteristics of students' abilities or difficulties and interview technique was to determine the students' problem and strategy in public speaking. The researcher found results about the difficulties and abilities or strategies of students in public speaking from the questionnaire session and interview session, and researcher will explain result of the study:

1. The difficulties faced by students in public speaking

a. Panic

Table 1.1. Table of Student Respond

No	Panic	Total	Percentage (%)
1.	Respond	69	52.73
2.	Not Respond	63	47.27
	Total	132	100

Based on the table above, students are involved in responding to the statement "Panic". The results show that 69 students or 52.73% have statements about these characteristics and 63 students or 47.27% of students do not choose the statements.

Table 1.2. Table of Students Interviewed

Extract 1
1. "I always panic when I did not speak fluently in front of the class" (Student 1)
2. "Panic always arises when entering a question and answer session" (Student 2)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 1 and 2) explain Panic. The first student showed that the first student panic when he could not speak fluently in front of the class, while the second student admitted if the second student panic when entering the question and answer session.

b. Lack of Confident

Table 2.1. Table of Student Respond

No	Lack of Confident	Total	Percentage (%)
1.	Respond	62	46.97
2.	Not Respond	70	53.03
	Total	132	100

Based on the table above, students are involved in responding to the statement "Lack of Confident". The results show that 62 students or 46.97% have statements

about these characteristics and 70 students or 53.03% of students do not choose the statements.

Table 2.2. Table of Students Interviewed

Extract 2
1." I'm not confident when I want to start bringing material" (Student 3)
2. "I don't believe in dealing with many people" (Students 4)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 3 and 4) explained about Lack of Confident. The first student showed that the first student was not confident when he started presenting the material, while the second student admitted that the second student was not confident if he was in front of many people.

c. Nervous

Table 3.1. Table of Student Respond

No	Nervous	Total	Percentage (%)
1.	Respond	107	81.61
2.	Not Respond	25	18.39
	Total	132	100

Based on the table above, students are involved in responding to the statement "Nervous" The results show that 107 students or 81.61% have statements about these characteristics and 25 students or 18.39% of students do not choose the statements.

Table 3.2. Table of Students Interviewed

Extract 3

1." I feel nervous when I want to speak in front of many people" (Student 1)

2. "The nervousness I experienced when I didn't know what I wanted to

say" (Student 5)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 1 and 5) explained about Nervous. The first student showed that the first student was nervous when he spoke in front of many people, while the second student admitted that the second student was nervous when he did not know what to say.

d. Lack of Understanding Material

Table 4.1. Table of Student Respond

No	Lack of Understanding Material	Total	Percentage (%)
1.	Respond	49	37.21
2.	Not Respond	83	62.79
Total		132	100

Based on the table above, students are involved in responding to the statement " Lack of Understanding Material" the results show that 49 students or 37.21% have statements about these characteristics and 83 students or 62.79% of students do not choose the statements.

Table 4.2. Table of Students Interviewed

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┌─────────────────────────────────────────────────────────────────────┐
│                              Extract 4                                │
│                                                                       │
│ 1. "I don't understand the material because I rarely study" (Student 2) │
│                                                                       │
│ 2. "I have difficulty memorizing so it is difficult to master the     │
│    material" (Student 4)                                              │
└─────────────────────────────────────────────────────────────────────┘
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From the data above, it can be concluded that 2 from 10 students interviewed (Students 2 and 4) explained about Lack of Understanding Material. The first student showed that the first student did not learn to understand the material, while the second student admitted that the second student had difficulty remembering the words so could not understand the material.

e. Forget the words

Table 5.1. Table of Student Respond

No	Forget the Words	Total	Percentage (%)
1.	Respond	93	70.55
2.	Not Respond	39	29.45
	Total	132	100

Based on the table above, students are involved in responding to the statement "Forget the Words". The results show that 93 students or 70.55% have statements about these characteristics and 39 students or 29.45% of students do not choose the statements.

Table 5.2. Table of Students Interviewed

Extract 5

1. "I always forget the sentence because it is difficult to memorize" (Student 3)

2. "I forget the sentences when I'm too nervous" (Student 5)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 3 and 5) explained about Forget the Words. The first student shows that the first student forget his the words or sentences because it is difficult to memorize, then the second student explains the second student is accustomed to forget his words or sentences because he feels Nervous.

f. Can't Speak Loudly

Table 6.1. Table of Student Respond

No	Can't Speak Loudly	Total	Percentage (%)
1.	Respond	31	23.85
2.	Not Respond	101	76.15
	Total	132	100

Based on the table above, students are involved in responding to the statement "Can't Speak Loudly". The results show that 31 students or 23.85% have statements about these characteristics and 101 students or 76.15% of students do not choose the statements.

Table 6.2. Table of Students Interviewed

> Extract 6
>
> 1. "I can't speak loudly" (Student 4)
>
> 2. "when the forum is noisy, I can't speak loudly" (Student 5)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 4 and 5) explained about Can't Speak Loudly. The first student shows the first student cannot speak loudly, then the second student explains that the student cannot speak loudly when the forum is noisy.

g. Look Less Attractive

Table 7.1. Table of Student Respond

No	Look Less Attractive	Total	Percentage (%)
1.	Respondent	33	25
2.	Not Respondent	99	75
	Total	132	100

Based on the table above, students are involved in responding to the statement "Look Less Attractive". The results show that 33 students or 25% have statements about these characteristics and 99 students or 75% of students do not choose the statements.

Table 7.2. Table of Students Interviewed

Extract 7
1. "many people say I look less attractive because I always look the way they are" (Student 1)
2. "I always show the best performance in front of the class but my friend says my appearance is not attractive" (Student 3)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 1 and 3) explained about Look Less Attractive. The first student explained that the first student was always considered unattractive because he always appeared as he was, then the second student explained that the second student tried to display the best performance in front of the class but his classmates said the student had a less attractive appearance.

h. Cannot answer the audience's questions properly and correctly

Table 8.1. Table of Student Respond

No	Cannot to answer the audience's questions properly and correctly	Total	Percentage (%)
1.	Respond	57	43.82
2.	Not Respond	75	56.18
Total		132	100

Based on the table above, students are involved in responding to the statement "Can't to answer the audience's questions properly and correctly ". The results show that 57 students or 43.82% have statements about these characteristics and 75 students or 56.18% of students do not choose the statements.

Table 8.2. Table of Students Interviewed

Extract 8
1. "I sometimes do not answer questions correctly because my answer is considered incorrect" (Student 2) 2. "I am used to being nervous when answering audience questions" (Student 4)

From the data above, it can be concluded that 2 from 10 students interviewed (Students 2 and 4) explained about cannot answer the audience's questions properly and correctly. The first student shows that the first student sometimes does not answer the question correctly because it is considered to be answering incorrectly, then the second student explains the second student feels nervous so that he or she is less likely to answer the audience questions.

2. Students strategy to improve their ability in public speaking

a. Understanding Material

Table 9.1. Table of Student Respond

No	Understanding Material	Total	Percentage (%)
1.	Respond	37	28.03
2.	Not Respond	95	71.97
	Total	132	100

Based on the table above, students are involved in responding to the statement "Understanding Material". The results show that 37 students or 28.03% have statements about these characteristics and 95 students or 71.97% of students do not choose the statements.

Table 9.2. Table of Students Interviewed

Extract 1

1. "reading is the key to understanding the material that will be delivered, for example when we want to bring material about education, we must read books or references about education" (Student 6)

2. "Multiply memorizing vocabulary one strategy in order to understanding the material when presenting using English" (Student 9)

From the data above, it can be concluded that 2 from 10 students (student 6 and 9) interviewed explained the strategy for Understanding Material. The student

explained that it was very important to be diligent in reading books or references to improve the mastery of the material before presenting the material.

b. Speak Loudly

Table 10.1. Table of Student Respond

No	Speak Loudly	Total	Percentage (%)
1.	Respond	94	71.12
2.	Not Respond	38	28.88
	Total	132	100

Based on the table above, students are involved in responding to the statement "Speak Loudly ". The results show that 94 students or 71.12% have statements about these characteristics and 38 students or 28.88% of students do not choose the statements.

Table 10.2. Table of Students Interviewed

Extract 2

1. "I learned Speak Loudly by singing, in this way the vocal cords will produce a large and clear sound" (Student 9)

From the data above, it can be concluded that 1 from 10 students interviewed explained the strategy for Speak Loudly. The student explained that singing can help the vocal cords produce a large and clear sound.

c. Smile

Table 11.1. Table of Student Respond

No	Smile	Total	Percentage (%)
1.	Respond	107	81.61
2.	Not Respond	25	18.39
Total		132	100

Based on the table above, students are involved in responding to the statement "Smile". The results show that 107 students or 81.61% have statements about these characteristics and 25 students or 18.39% of students do not choose the statements.

Table 11.2. Table of Students Interviewed

Extract 3

1. "smile as one of my strategies to make me confident in front of the class" (Student 8)

From the data above, it can be concluded that 1 from 10 students interviewed explained the strategy for Smile. The students explained that smile was one of their strategies of self-confidence when in front of many people.

d. Control the Situation

Table 12.1. Table of Student Respond

No	Control the Situation	Total	Percentage (%)
1.	Respond	50	37.79
2.	Not Respond	82	62.21
	Total	132	100

Based on the table above, students are involved in responding to the statement "Control the Situation". The results show that 50 students or 37.79% have statements about these characteristics and 82 students or 62.21% of students do not choose the statements.

Table 12.2. Table of Students Interviewed

<blockquote>
Extract 4

1. "to control the situation of listeners, we must learn to understand the rhetoric so that when someone is good at making rhetoric the listener will focus and be interested in what we convey" (Student 7)
</blockquote>

From the data above, it can be concluded that 1 from 10 students interviewed explained the strategy for control the situation. Students explain to control the situation of listeners, rhetoric training is a good strategy to be able to control the situation or forum.

e. Good Attractive

Table 13.1. Table of Student Respond

No	Good Attractive	Total	Percentage (%)
1.	Respond	61	46.12
2.	Not Respond	71	53.88
	Total	132	100

Based on the table above, students are involved in responding to the statement "Good Attractive". The results show that 61 students or 46.12% have statements about these characteristics and 71 students or 53.88% of students do not choose the statements.

Table 13.2. Table of Students Interviewed

Extract 5

1. "I always use a color that is not too flashy" (Student 10)

2. "to good attractive should use clothes that can make us look dignified, like wearing a shirt" (Student 6)

From the data above, it can be concluded that 2 from 10 students (student 6 and 10) interviewed explained the strategy for Good Attractive. The first student explained, the strategy to keep looking good or interesting in front of the audience is not to wear clothes that have striking colors. Then the second student explained, one strategy to look attractive was to use a shirt to make it look authoritative.

f. Can answer the audience's questions properly and correctly

Table 14.1. Table of Student Respond

No	Can answer the audience's questions properly and correctly	Total	Percentage (%)
1.	Respond	27	20.55
2.	Not Respond	105	79.45
	Total	132	100

Based on the table above, students are involved in responding to the statement "Can answer the audience's questions properly and correctly". The results show that 27 students or 20.55% have statements about these characteristics and 105 students or 79.45% of students do not choose the statements.

Table 14.2. Table of Students Interviewed

Extract 6

1. "My strategy in improving the ability to answer questions properly and correctly is before starting the presentation, I choose material that I can understand." (Student 8)

From the data above, it can be concluded that 1 from 10 students interviewed explained the strategy for can answer the audience's questions properly and correctly. The student explained, in increasing the ability to answer questions correctly and correctly is before starting the presentation, choosing the material that can understanding is the strategy used by the student.

g. Focus on Material

Table 15.1. Table of Student Respond

No	Focus on Material	Total	Percentage (%)
1.	Respond	31	23.85
2.	Not Respond	101	76.15
	Total	132	100

Based on the table above, students are involved in responding to the statement "Focus on Material". The results show that 31 students or 23.85% have statements about these characteristics and 101 students or 76.15% of students do not choose the statements.

Table 15.2. Table of Students Interviewed

Extract 7

1. "my strategy in improving focus on material I compile presentation, I always see or take the positive side of the material that I bring without bringing something negative into my presentation material" (Student 7)

From the data above, it can be concluded that 1 from 10 students interviewed explained the strategy for Focus on Material. The student explained that the strategy in improving Focus on Material is when doing a precentation, try to see or take the positive side of a material that is delivered without bringing something negative into the presentation material.

h. Always Confidence

Table 16.1. Table of Student Respond

No	Always Confidence	Total	Percentage (%)
1.	Respond	53	40.52
2.	Not Respond	79	59.48
Total		132	100

Based on the table above, students are involved in responding to the statement "Think fair". The results show that 53 students or 40.52% have statements about these characteristics and 79 students or 59.48% of students do not choose the statements.

Table 16.2. Table of Students Interviewed

Extract 8

1. "My strategy in increasing my confidence is to communicate with many people or other people" (student 8)

2. "Mirroring is my strategy, so I can easily practice my self-expression when I imagine I'm in front of a lot of people" (Student 9)

From the data above, it can be concluded that 2 from 10 students (student 8 and 9) interviewed explained the strategy for always confidence. The first student

explained, that one of the strategies of students to improve their self-confidence was to communicate with others, so that it would make students accustomed to dealing with many people. Then, the second student explained that one strategy that could improve self-confidence was mirroring or practicing self-expression while imagining being in front of many people.

B. Discussion

1. Students' Difficulties

Based on the results of the study, it can be concluded that students have difficulties in learning public speaking. The characteristics of difficulties faced by students are Panic, lack of Confident, Nervous, Lack of Understanding Material, Forget the Words, Can't Speak Loudly, Look Less Attractive, Can't Answer the Audience's Questions Properly and Correctly. The following is an explanation of the difficulties faced by students below:

a. Panic

Panic is one of the characteristics of difficulties faced by students, as expressed by a student. For example, when they are not fluent in delivering sentences or wrong words, they will usually panic and become rigid in explaining the material.

b. Lacks of Confident

Being not confident is a common thing that makes it difficult for students to appear in front of the class or people, this is expressed by a student. For example, a student is not confident when for the first time he will begin to bring material without prior preparation.

c. Nervous

The characteristics of student difficulties in terms of nervousness are not much different from students who experience insecurity when in front of the class or many people.

d. Lacks of Understanding Material

Some students have difficulty in lack of understand material. For example, the lack of training in memory skills is an obstacle for students in mastering the material.

e. Forget the Words

In this case, a student explains their difficulties in remembering words that are still followed with a sense of nervousness and lack of memory. For example, the feeling of nervousness that students feel always comes when they are afraid of wrongly releasing sentences that will be conveyed to listeners.

f. Can't Speak Loudly

Can't speak loudly effects in forums that trigger students becomes difficult to hear by listeners, one student said that the problem of can't speak loudly experienced

by students was due to noisy forums or in other words the situation in the forum was uncontrolled.

g. Look less Attractive

The difficulties faced by students this time relate to the appearance style problem, the poor performance of students as public speakers can be seen from the form of appearance which is considered less attractive. An example of a lack of appearance style according to one student is the color of the clothes used is too striking.

h. Cannot answer the audience's properly and correctly

In terms of delivering a material in the forum, of course there will be a question and answer session at the end of the material session, and one of the difficulties of students in this case is the lack of students giving the correct answer. Another example related to this difficulty is the lack of mature concepts in mastering matter.

2. Students' Strategy

Based on the results of the study, it can be concluded that students have the characteristics of ability in public speaking namely Material Mastering, Vocal Sound, Smile, Control the Situation, Look Good, Can Answer the Audience Questions Properly and Correctly, Think Fair, Always Confidence. The following is an explanation of the ability and strategy by students below:

a. Understanding Material

Characteristics of student characteristics in this matter as well as understanding the material. One student explained, the strategy in improving this ability is to arrange material concepts and practice increasing the vocabulary.

b. Speak Loudly

Being a public speaker, students should have a big and clear voice so that listeners can be easy to listen to and listen to what a public speaker says. The strategy described by students in terms of improving speak loudly is to train the vocal cords by singing so as to produce clear and large sounds.

c. Smile

Smile is one of the characteristics of a student when in front of a class or a forum. Smile is a common strategy that is often done by students or other people, with this strategy they can increase their self-confidence when they are in front to deliver material.

d. Control the Situation

Student said that in order to control the situation in the forum a strategy that is clever in understanding the rhetoric is needed. Student who is able to understanding the rhetoric will be able to make the viewer's view diverted and focus on what is being said.

e. Good Attractive

Good attractive appearance is one of the student's strategies in terms of attracting the attention of the audience. One student explained in terms of improving the performance skills in front of the class, students use attractive clothing or look authoritative for example wearing youthful clothing or black suits.

f. Can answer the audience's questions properly and correctly

In terms of delivering material there will be a question and answer session. A student explains their strategy to be able to answer the audience's questions correctly and precisely is to choose material that can be mastered which will be delivered.

g. Focus on Material

The characteristic of the focus on material characteristic is being able to issue positive statistics from the material delivered without comparing something to one another.

h. Always Confidence

The student's strategy in increasing self-confidence is that students always communicate in front of many people in order to reduce nervousness when meeting in front of many people.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of research findings and the suggestion related to this research.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher put conclusion, there are some difficulties experienced by students in public speaking namely panic, lack of confident, nervous, lack of understanding material, forget the words, can't speak loudly, look less attractive, cannot answer the audience's questions properly and correctly. Then, some students have abilities in public speaking namely understanding material, speak loudly, smile, control situation, good attractive, can answer the audience's questions properly and correctly, focus on material, always confidence. The core of the conclusion above is that students who experience difficulties in public speaking need a strategy in order to help improve their abilities, and for students who have abilities in public speaking are expected to continue to improve their abilities or share knowledge and motivation to other students who are experiencing difficulties.

B. Suggestion

As English Students, they are expected to be more sensitive to learning public speaking and improve their public speaking skills in front public because the importance of the ability to speak in public is very absolute. The ability to understanding public speaking underlies the success of everyone in various fields.

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2018.

Questionnaire Section

Name   :

Class   :

Directions   : There are several characteristics about ability and difficulties in this questionnaire. Read and give the appropriate answer with your choice by giving a checklist on the column.

1.	Give a checklist if you have the **ability** characteristics in public speaking according to your own judgment: ( ) Understanding Material ( ) Speak Loudly ( ) Smile ( ) Control the situation ( ) Good Attractive ( ) Can to answer the audience's questions properly and correctly ( ) Focus on Material ( ) Always Confidence
2.	Give a checklist if you have the **difficulties** characteristics in public speaking according to your own judgment: ( ) Panic ( ) Lack of Confident ( ) Nervous ( ) Can't Understanding Material ( ) Forget the Words ( ) Can't Speak Loudly ( ) Look Less Attractive ( ) Can't answer the audience's questions properly and correctly

Result of Questionnaire Section

No.	Characteristics Difficulties	Total of Students Respond and Not Respond			
		Respond	%	Not Respond	%
1	Panic	69	52.73	63	47.27
2	Lack of Confident	62	46.97	70	53.03
3	Nervous	107	81.61	25	18.39
4	Lack of Understanding Material	49	37.21	83	62.79
5	Forget the Words	93	70.55	39	29.45
6	Can't Speak Loudly	31	23.85	101	76.15
7	Look Less Attractive	33	25	99	75
8	Cannot answer the audience's questions properly and correctly	57	43.82	75	56.18
No.	Characteristics Abilities	Total of Students Respond and Not Respond			
		Respond	%	Not Respond	%
1	Understanding Material	37	28.03	95	71.97
2	Can Speak Loudly	94	71.12	38	28.88
3	Smile	107	81.61	25	18.39
4	Control the Situation	50	37.79	82	62.21
5	Good Attractive	61	46.12	71	53.88
6	Can answer the audience's questions properly and correctly	27	20.55	105	79.45
7	Focus on Material	31	23.85	101	76.15
8	Always Confident	53	40.52	79	59.48

Documentation

CURRICULUM VITAE

The researcher, **ADITYA ANUGRAH RAMADHAN** was born on January 22th, 1995 in Makassar, South Celebes. He is the first from five siblings from the marriage of Mukhtar Ady and Titin Purnama. He began his study at SDN Inpres Mangasa and graduated in 2006. Then, he continued his education at SMPN 4 Sungguminasa and graduated in 2009. Afterwards, he continued his study at SMAN 3 Sungguminasa and graduated in 2012. In year 2014, he was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During he study at the university, he joined organization, namely English Department Students Association (EDSA). At the end of his study, he could finish his thesis by the title *An Analysis of Students' Ability and Difficulties in Public Speaking at Muhammadiyah University of Makassar.*