

Improving Students' English Public Speaking Skill toward Campus Visit Program

¹Yudhie Indra Gunawan, ²Daffa Andhika Rizky, ³Muhammad Nabhan Afrizal, ⁴Rafli Riansyah
⁵Muhammad Daffa Haikal

¹²³⁴University of Muhammadiyah Tangerang, Indonesia

yudhie.indra21@gmail.com , andhikarizkydaffa@gmail.com , mnabhan347@gmail.com ,
rafliriansyah1613@gmail.com , mhmmdddaffa.25@gmail.com

Abstract

The purpose of this study is to open the author's knowledge window directly, namely by conducting workshops so that UMT and UAD students can explore their public speaking in accordance with language cultures abroad and locally, not only that the workshop has a good impact, namely improving the quality and providing experience to students so that they can evaluate their English skills to speak in public, It is also useful in the context of globalization which will provide cross-cultural knowledge that is very important and valuable. In this paper, the author shares information about the Muhammadiyah museum and several tourist attractions and its history as learning material for a broader insight into an area.

Keywords: *Study Abroad, Public Speaking, Exploring English*

INTRODUCTION

In the ever-evolving landscape of our interconnected world, the English language has emerged as an indispensable asset for effective communication. With the demand for individuals who possess a high level of proficiency in English steadily on the rise, countless students are now choosing to embark on the transformative journey of studying abroad in pursuit of honing their language skills to perfection. By immersing themselves in unfamiliar cultural settings and engaging in rigorous academic programs, these students expose themselves to a myriad of opportunities to enhance their English public speaking abilities. In this journal, we endeavor to delve deep into the profound impact that study abroad programs have on the development of students' English public speaking skills, meticulously examining the multitude of advantages and obstacles that are intricately woven into this transformative and enlightening educational experience.

The competence to effectively communicate in the English language holds immense significance in a multitude of professional and academic arenas. Within this realm, the art of public speaking stands as a crucial skill that not only shapes

Received October 23, 2023; Revised November, 25; Accepted December 25, 2023

individuals' confidence, but also their persuasiveness and overall communicative prowess. In this context, studying abroad emerges as an unparalleled avenue, presenting students with a distinctive and transformative opportunity to fully immerse themselves in an English-speaking environment. This immersive experience grants them the invaluable chance to actively engage in real-life situations where they can practice and refine their public speaking abilities to new heights. By embracing this remarkable opportunity, students can unlock their true potential in the realm of public speaking, ultimately equipping themselves with the necessary skills to excel in their future endeavors.

By analyzing the experiences of students who have participated in study abroad programs, this journal seeks to shed light on the specific strategies and techniques used to develop English public speaking skills. Furthermore, it aims to identify the factors that contribute to the effectiveness of study abroad programs in fostering students' confidence and fluency in public speaking. The findings presented in this journal will be based on empirical research, including interviews, surveys, and observations conducted with students who have undergone study abroad programs. By exploring their experiences, challenges, and successes, this journal aims to provide valuable insights into the impact of study abroad on developing students' English public speaking skills.

Understanding the role of study abroad programs in enhancing English public speaking skills is essential for educators, policymakers, and students themselves. By gaining a deeper understanding of the benefits and challenges associated with study abroad, educators can design more effective language learning programs. Policymakers can develop policies and allocate resources to support study abroad initiatives. Lastly, students can make informed decisions about participating in study abroad programs and take full advantage of the opportunities they present.

In brief, this paper aims to explore the world of English by analyzing the impact of study abroad programs on developing students' English public speaking skills. By delving into the experiences of students who have participated in such programs, this journal seeks to provide valuable insights that can inform and enhance language learning practices. Through this exploration, we hope to contribute to the ongoing efforts in promoting effective language education and preparing students for success in an increasingly interconnected world.

LITERATURE REVIEW

An overview about public speaking is expounded to provide a better understanding of the importance of such skills and its effect to the development of individuals. Toastmasters International is also explained together with its educational program for public speaking known as pathways learning experience. This is to let the readers understand the educational organization under study.

Public speaking is the act of performing a speech in which an individual directly speaks to a group of people. The manner of delivery was structured so that it can inform, influence, or entertain the target audience (Shyam & Joy, 2016). Most of the time, convincing the audience to side an idea is the objective of public speaking. Shyam and Joy (2016) explained that there are many situations in real life where public speaking skills can help an individual in terms of career and various opportunities. It is undeniable that the benefits of good communication skills outweigh any apprehension or anxiety in speaking in public (Finn et al., 2009). The benefits may include personal growth, career advancement, and strong leadership (Chollet et al., 2015). Shyam and Joy (2016) emphasized the following strategies to become a better speaker which are planning appropriately, practicing, engaging with your audience, paying attention to body language, thinking positively, coping with your nerves, and watching recordings of your speeches. Exposing yourself to more public speaking engagements, the better you will gain confidence to yourself. Hancock et al. (2010) emphasized that most people suffer from the fear of public speaking, or glossophobia. It is a type of social phobia resulting to fear of embarrassment or humiliation when speaking before a group of people (Dwyer & Davidson, 2012). Usually, the outcome of this speaking anxiety is avoidance of people from speaking situations done in public (Raja, 2017). This happens because people usually manifest maladaptive behaviors like shaking of knees, trembling of voice, and being at a loss for words during presentations (Shi, Brinthaup & McCree, 2015). This anxiety is a highly common disorder that affects the career advancement and life satisfaction of plenty of its sufferers (Colbeck, 2011; Shi et al., 2015). Though it should be realized that a lot of people are going through this emotion. Hence, a nervous speaker should not feel bad because he is not alone (Raja, 2017). Breakey (2005) identified six aspects of public speaking that may be focused during training by individuals who wish to enhance such skills. Poor public speaking is manifested with insufficient respiratory support,

infrequent use of pauses, lack of inflection, poor eye contact, use of inappropriate or meaningless gestures, and organization or structure of presentations (Breakey, 2005; Hancock et al., 2010). Batrinca et al. (2013) emphasized public speaking performances are not just about the delivery of the content, but also by the nonverbal behaviors manifested by the presenter. These include the use of gestures, facial expressions, tone of voice, and vocal variety. Communication experts already explored various methods to help individuals particularly students fight their fear in public speaking (Finn et al., 2009). These experts are inclined to do researches in communication apprehension and public speaking anxiety because it is a topic which can help develop confident communicators (Colbeck, 2011). An example of this is a study among undergraduate students by Raja (2017) which analyze their public speaking anxiety level. He then suggested strategies to conquer this fear. Jensen and Harris (1999) explored Public Speaking Portfolio to examine if it helped students become more mindful of their eagerness to exert effort in enhancing their communication skills. A study had been conducted by Finn et al. (2009) examining if brief repeated exposure to audiences or known as exposure-based therapies are good strategies for fostering habituation during speaking performances.

Another study by Shi et al. (2015) focused on examining how self-talk relates to the prevalence of communication apprehension particularly public speaking anxiety levels. These studies support that public speaking is indeed regarded as a necessary skill that needs to be developed. Many scholarly researches were already undertaken to find ways on how to improve such skills among individuals may it be a student or a professional.

RESEARCH METHODOLOGY

This research used Qualitative research methods to gather and analyze data in order to gain a comprehensive understanding of a subject. These methods are commonly employed in social and behavioral sciences to gather detailed information about people's thoughts, perceptions, and experiences. One example of a qualitative research method used in the journal is conducting individual interviews, where researchers engage in in-depth conversations to elicit detailed responses.

According to Sukmadinata (2005: 60) "The descriptive qualitative method is an approach to research that aims to provide a comprehensive and detailed description

of a phenomenon using both words and numerical data". It focuses on answering questions such as who, when, where, and how, and is particularly useful for exploring and understanding observed phenomena. This method is commonly utilized in healthcare research, where it is employed to describe the experiences of individuals and inform the development of interventions and policies. Researchers employing this method should clearly define the context, theoretical framework, and research methods used in their study to achieve their objectives. In summary, the descriptive qualitative method aims to describe and comprehend phenomena by presenting a comprehensive and detailed depiction using various forms of evidence.

Additionally, the use of protocols is highlighted, which outline the research methods and can be published beforehand to ensure transparency and facilitate discussions about the impact of these methods on data collection, analysis, and interpretation. This method is used to provide a profound understanding of a subject by capturing detailed information and enabling in-depth analysis. On September 22, 2023, precisely on Friday at the Ahmad Dahlan University hall, this method was carried out qualitatively descriptive and the participants consisted of 3rd, 5th, and 7th semester students by holding a workshop that aims to train students to be more confident in public speaking and develop public speaking skills. This workshop also involved students and lecturers of Universitas Ahmad Dahlan and Universitas Muhammadiyah Tangerang so that we conducted descriptive qualitative research related to public speaking skills.

RESULT AND DISCUSSION

Lectures began with the speaker of UMT Arjulayana with her lectures on Public Speaking in Digital Age, as the Fourth Industrial Revolution arrives at lightning speed humanity began to be isolated and their individual identity gradually perished and in the end breeds passivity (Martin, 1996), therefore a skill to share your thought in this era is needed so people can still have an individual identity with their own personal opinion shared and not isolated within their mind. Arjulayana made it clear very well that to make a speech in public one must have some capabilities to fill up the prerequisites of public speaking, she disseminated those capabilities to be Facial Expression, Eye Contact, Movement, Voice and Gestures. She also explained the

students the steps to do public speaking effectively such as Grounding, Giving, Grasping, and Going.

Then, continue with Lectures from the side of Ahmad Dahlan University was represented by Ahmad Budairi, the students were lectured on preparing speech in public that began with planning it through the scope of background, the emotional position of the target audience, motivation of the speech as well as it's expectation after making speech. Students were also given tips to do public speaking with classic rhetorical method that starts with telling a related story to the topic that will be presented, and afterward comes the rhetorical question to grasp the interest of audience as well as their curiosity, and then the speaker should begin telling the real topic of the speech. The main purpose for those both lectures is to give the students an idea how public speaking works and how to do it very well, after being given lectures from the presentatives of both UMT and UAD it is expected for the students to understand at least the main idea to do rhetoric in public with great power and responsibility and also it is expected for the students after receiving lectures to use their critical thinking at full capability and in turn denying the objectification of personality in this era of endless mind-numbing entertainment that threaten our own individual right to have critical thinking and in effect not become an active citizen.



Figure 1. *Participants of Public Speaking seminar from both delegations of Muhammadiyah University of Tangerang and University of Ahmad Dahlan.*

From our theoretical approach, some points that have been made from both the delegations of Muhammadiyah University of Tangerang and the University of Ahmad Dahlan can be correlated to some few points that we have gathered theoretically, Finn (2015) has postulated that the benefits of good public speaking may include personal growth, career advancement, and strong leadership, and from our discussion we can presume that someone with good speaking skill tend to be confident and can outstand any life obstacles with great bravery, we can take any examples of famous rhetoricians like Cicero, Marat, and Napoleon, career advancements also can be brought from good speaking skills, the labor market as for right now needed someone that can convey informations to the masses, one of the main aspect of being strong leader is also of be good at rhetorics, some of monumental leaders in the world history are also good speakers, as our president of Indonesia, Sukarno.

CONCLUSSION AND SUGGESTION

From the student's activities that already been mentioned before, we have concluded that comparative study is a great way to blend learning and touring, because it's an adaptive method to the contemporary student's need that would rather be seen as the unconventional way according to the long standing status quo of education, but as the student experienced this educational tour in speaking development, it is with great relief to say that this comparative study has been a great educational program. When they were inside the University of Ahmad Dahlan in Yogyakarta, the students learned a great deal from the lectures of both delegations from the Muhammadiyah University of Tangerang and the University of Ahmad Dahlan, the students learned a great deal about rhetorics and public speaking that in accord with the digitalization of humanity and by the ending of this touring session the students have known the history of struggle in educating the mass, and the students have a purpose in continuing that struggle in this era, students must know how to convey their knowledge in this digital to enlighten the humanity.

Suggestions that can be brought from this observation are :

1. Educators must be creative to educate their students, as in this comparative study they did educating their students by blending it into a touring style of teaching, so educators must be creative and not stuck in a status quo.

2. As according to the speech made by the delegations of Muhammadiyah University of Tangerang and the University of Ahmad Dahlan, the skill of public speaking in this generation must be developed to a point where they can critically convey their thoughts to the public.
3. Students need to be aware that by observing and learning outside their campus they can broaden more their horizon in skills and knowledges, and they can be more critical as their mind are not isolated in one of a school of thoughts.

In applying these suggestions, we can further enhance our ever expanding horizon of learning and enrich our understanding and awareness in education.

REFERENCES

- Abd El kafy, J. (2021). Challenges Facing Tour Guide Profession and their Impacts on the Egyptian Guides performance. *Journal of Association of Arab Universities for Tourism and Hospitality*.
- Anggini, S, D. & Arjulayana. (2021). Analysis Student's Speaking Performance As An Academic Speaker's Practice. *Globish (An English-Indonesian journal for English, Education and Culture)*, 10, 1. <http://dx.doi.org/10.31000/globish.v7i2>
- Darajah, Z. & Aminin,Z. (2023). The Correlation Between Students' Self-Efficacy And Their Speaking Ability. *Globish (An English-Indonesian journal for English, Education and Culture)*, 12, 2. <http://dx.doi.org/10.31000/globish.v7i2>
- Efrizal, D. Improving Students' Speaking Skill Through Communicative Language Teaching. *International Journal of Humanities and Social Science*, 2(20): 127-134. 2012.
- Handar M. Penyusunan Program Ngapel oleh Iprahumas Indonesia. *J Ris Public Relations [Internet]*. 2022 Dec 20;67-74. Available from: <https://journals.unisba.ac.id/index.php/JRPR/article/view/1351>
- Merriman, J. (2010). *A History of Modern Europe: from the Renaissance to the Present*. New York : W.W Norton.
- Martin, (1996), *The Dialectical Imagination : A History of the Frankfurt School and the Institute for Social Research*. Los Angeles : University of California Press.
- Nugrahaeni, S, M. (2022). TASK-BASED LANGUAGE TEACHING FOR ENHANCING STUDENTS' SPEAKING ABILITY IN JUNIOR HIGH SCHOOL. *Globish (An English-Indonesian journal for English, Education and Culture)*, 11, 2. <https://dx.doi.org/10.31000/globish.v7i2>
- Oktavianti, R. dan Rusdi, F. (2019). Belajar Public Speaking sebagai Keterampilan yang efektif. *Jurnal Bakti Masyarakat Indonesia*. Vol. 2, No. 1, Mei 2019, Hal. 117-122. From *Jurnal Bakti Masyarakat Indonesia*, 2019 - <http://journal.untar.ac.id>
- Ricklefs, (2008), , *A Modern History of Indonesia*, New York: Palgrave Macmillan.
- Sati, L. Nargis. & Rohim, A. (2019). The Correlation of Eighth Grade Students' Confidence Level and -----Speaking Skill at SMP YAPIPA Serpong, Tangerang. *Globish (An English-Indonesian journal for English, Education and Culture)*, 8, 1. <http://dx.doi.org/10.31000/globish.v7i2>

Selwen,P,Lisniasari,L, & Rahena,S “Pengaruh Kepercayaan diri Terhadap Kemampuan Public speaking Mahasiswa”. Vol.3, No 2, Desember 2021
<https://bodhidharma.e-journal.id/JS/article/view/46/40>

<https://eturbonews.com/study-abroad-success-leveraging-studyfy-for-academic-excellence-in-international-learning/>

<https://meenta.net/pengertian-metode-penelitian-kualitatif/>

<https://fkip.uad.ac.id/profil/sejarah>

<https://pmb.uad.ac.id/fakultas-dan-program-studi/>

<https://uad.ac.id/en/vision-mission/>