



Students' Perception on Public Speaking Lecture for Their Speaking Ability

Sulis Liani¹, Heni Novita Sari²

¹English Education Study Program, Faculty of Teacher Training and Education, The Muhammadiyah University of Prof. Dr. Hamka, Indonesia

E-mail: sulisliani22@gmail.com
E-mail: henisalman.17@gmail.com

Abstract

The purpose of this study is to identify students' perception on public speaking lecture for their speaking ability. The writer used a qualitative descriptive design to provide an overview of information obtained from the data. The participants of this study were 10 students of fourth-semester students from the English Education Department in the Academic Year 2021/2022 who are studying Public Speaking lecture will take part in this study. The interviews were the process of obtaining information for research by way of questions and answers while looking face to face respondents using an interview guide. An interactive model of analysis was used to analyze the data in this study. The results of student perceptions found that what they learn in a public speaking lecture makes their speaking ability improve, and their speaking ability gets better. Students stated that public speaking lecture is very influential on their speaking ability, the use of public speaking lecture can also make them more able to express their feelings and feel confident, students can also explore and increase their vocabulary, and influence people with their words. This study will be a source of information for future writers in conducting similar research.

Keywords: Perception, Public Speaking, Speaking Ability.

Abstrak

Tujuan dari penelitian ini adalah untuk mengidentifikasi persepsi mahasiswa mengenai kuliah public speaking terhadap kemampuan berbicara mereka. Penulis menggunakan desain deskriptif kualitatif untuk memberikan gambaran informasi yang diperoleh dari data. Partisipan dari penelitian ini adalah 10 mahasiswa semester empat dari Jurusan Pendidikan Bahasa Inggris pada Tahun Akademik 2021/2022 yang sedang mempelajari mata kuliah Public Speaking akan mengambil bagian dalam penelitian ini. Wawancara adalah proses memperoleh keterangan untuk penelitian dengan cara tanya jawab sambil bertatap muka antara peneliti dengan responden dengan menggunakan panduan wawancara. Model analisis interaktif digunakan untuk menganalisis data dalam penelitian ini. Hasil dari persepsi mahasiswa menemukan bahwa apa yang mereka pelajari dalam mata kuliah public speaking membuat kemampuan berbicara mereka meningkat, dan kemampuan berbicara mereka menjadi lebih baik. Mahasiswa menyatakan bahwa mata kuliah public speaking sangat berpengaruh terhadap kemampuan berbicara mereka, penggunaan mata kuliah public speaking juga dapat membuat mereka lebih dapat mengekspresikan perasaan mereka, mereka merasa percaya diri, mahasiswa juga dapat mengeksplorasi dan menambah kosakata mereka, dan mempengaruhi orang lain dengan perkataan mereka. Penelitian ini

akan menjadi sumber informasi bagi penulis selanjutnya dalam melakukan penelitian serupa.

Kata Kunci: Persepsi, Public Speaking, Kemampuan Berbicara.

Introduction

Speaking is one of the language arts of talking as a communication with someone, and mastering it is difficult. According to Fahriadi Muhdar et al. (2022), the ability to speak in public is extremely necessary for someone to have a successful career in the public, but there are still many students who have not been able to speak in public for a variety of reasons, one of which is a lack of confidence while speaking in public and being timid to express themselves in public. With dedication and persistence, individuals can overcome their fear and become more confident speakers.

Misti (2018) as cited in Putra et al. (2023) assumed that one of the most important aspects of language acquisition that students should master is speaking. The speaking abilities of the students play the most important role in communication. The ability to master speaking skills can be a benchmark for students in mastering the language being studied. Furthermore, the speaking ability may be utilized to indicate that an English language student has acquired English extremely well (Oktavia & Lestari, 2022).

Even though Indonesian students have been studying English for ten years in the educational institution, it is still difficult for them to practice their English ability in daily conversation since they may obtain a good English score on their report card but cannot speak English fluently according to Musthafa (2001) as cited in Riadil (2020). Following that, Eun et al. (2020) state that the majority of people believe it is tough to learn since English is perceived as a foreign as well as a difficult language. Most students in Indonesia learn English as a foreign language because their mother tongue is Bahasa Indonesia and it affects their speaking ability in English. To solve this problem, many things can be done to help students improve their speaking ability in English. The writer will focus on public speaking lectures for English Education Department Students, the Faculty of Teacher Training and Education, and the Muhammadiyah University of Prof. Dr. Hamka for their speaking ability.

Public speaking is the ability to speak in public or with many people. Usually, public speaking ability is identified with the ability of people who must always speak in public.

Public speaking is an important oral communication tool for formally expressing people's

thoughts to audiences. Every public speaking has a purpose, whether it is to inform, influence, or entertain the audience. Undergraduate students have to practice and study public speaking as they proceed toward their education and careers (Gallego et al., 2022). The Muhammadiyah University of Prof. Dr. Hamka has implemented a public speaking lecture that aims to encourage students to be excellent publicspeakers. Given the importance of public speaking skills in today's diverse and competitive environment, it will be a good mode for students to learn.

The writer chose this study because the writer found the problem of students in the university lacking English speaking skills. They have many difficulties in speaking, for example, they are not confident, lack vocabulary, etc.

Perception

According to Walgito (2010), as cited in Pandey et al. (2022) perception is the process by which humans think about a particular phenomenon. Perception is our interpretation of how the world around us appears and feels to us. Frequently, two people will interpret the same item differently. Perception is influenced by beliefs, knowledge, and experiences. Perception is a physiological process that occurs in the human brain. It is a process that involves the transmission of messages or information through the five senses, namely sight, hearing, smell, taste, and touch (Slameto, 2015). These senses enable people to gather information and make sense of it.

Thus, perception may also be described as a cognitive response to a certain circumstance (Rakhmat, 2003). Perception refers to the way people interpret and make sense of the sensory information from the environment.

This study tries to explore the perception of students on public speaking lectures for their speaking ability. Understanding students' perceptions is very important in the teaching and learning process because teachers need to know their students' preferences in terms of learning style, interest, and other elements that might impact their learning outcome.

Public Speaking

Public speaking is a way to convey ideas and opinions. According to Lucas (2004), public speaking is a way to express your ideas and have a voice on important issues in a democratic society. It implies that public speaking has an important role to

express one's ideas or thoughts even in the sphere of

democracy. Public speaking is the art of speaking in public to convey ideas correctly so that information can be conveyed properly to the audience (Zainal, 2012). It means that public speaking explores people's thoughts and can be well understood by the audience.

Furthermore, Dunar (2015) said that "Public speaking is a person's ability to speak in public correctly so that the message can be clearly conveyed and the purpose of speaking can be directly obtained". Public speaking is the art of public speaking skills to convey ideas correctly so that information can be conveyed well to the audience.

To summarize, public speaking serves as a platform for individuals to articulate communication and foster engagement with a wider audience.

Developing public speaking skills can empower individuals to express themselves confidently and make a meaningful impact in various spheres of life.

The Purpose of Public Speaking

Public speaking is a presentation given directly in front of an audience with a specific topic and purpose. The topic of conversation in public speaking is generally by the purpose of public speaking. According to Zainal (2012), the purpose of public speaking is:

- 1) Convey Information
Conveying information (to inform) is a general purpose of communication, including public speaking communication. The information conveyed can be in the form of policies, programs, projects, ideas, thoughts, research results, or instructions.
- 2) Affect
A good and proficient speaker is a speaker who can influence the public or audience to follow the ideas that will be applied in future material and are very convincing.
- 3) Express Opinion
Another purpose of public speaking is to convey opinions that are the thoughts of the speaker.
- 4) Motivate

The purpose of motivating is generally public speaking as a motivator to an audience or a leader to subordinates.

5) Entertaining

The majority of people love to be entertained. That is why public speaking today is often used to entertain people.

For example, television shows that present entertainment programs such as comedy, talk shows, and comedy shows. New comedians have emerged with their characteristics.

To sum up, public speaking is used to convey information, affect the public, express opinions, motivate the audience, and entertain people. It's important to note that the purposes of public speaking can vary depending on the context, audience, and goals of the speaker.

Public Speaking Lecture

The purpose of the Public Speaking lecture was to provide students with the process of presenting presentations. Students learned two types of public speaking techniques: informational and persuasive. In addition to instructional lectures, students were offered sample speeches and films to assist them grasp the lesson (Ibrahim & Yusoff, 2013). The process of designing and delivering a message to an audience is known as public speaking.

Speaking

According to Ur (2000: 120) as cited in Majer et al. (2011) speaking has intuitively gained the status of a critical skill, and language learners are frequently referred to as 'speakers' of their target language. Indeed, speaking has intuitively gained significant importance as a critical skill in language learning. The ability to communicate effectively and fluently in a target language is often seen as a primary goal for language learners. Speaking ability involves the skill of using speech articulation to effectively communicate messages or ideas.

According to Harmer (2001), speaking is the capability to speak fluently, which requires not only knowledge of language features but also the capability to process information and language on the spot. People share their ideas and opinions by speaking with the expectation of receiving feedback from their listeners. Overall, speaking fluently and engaging in meaningful conversations allow individuals to connect with others, exchange ideas, and foster understanding and collaboration.

Brown (2004) claims that speaking is a

producing talent that can be examined directly and experimentally; yet, such conclusions are inevitably tinted by the precision and effectiveness of a test taker's listening skills, compromising the reliability and validity of an oral production test.

In conclusion, while speaking is an obvious producing ability, the correctness and efficacy of a test taker's listening skill might affect their performance and jeopardize the reliability and validity of an oral production exam.

Based on these perspectives, speaking ability involves the skill of using speech articulation to effectively communicate messages or ideas. It encompasses the ability to express thoughts accurately, engage in conversation, and convey information fluently.

The Purpose of Speaking

There are several purposes for speaking according to Setyonegoro (2013):

- a) Expressing thoughts, feelings, imagination, thoughts, ideas, and opinions.
- b) Reacting to the meaning of other people's words.
- c) Desire to amuse others.
- d) Provide information.
- e) Influencing or persuading others.

Speaking to express thoughts, feelings, ideas, and opinions is a type of speaking prompted by the individual's internal self. Speaking in this manner is personal in nature, implying that humans have various reasons for the emergence of ideas that arise.

Related Studies

To support this study, there are some findings of studies that related by Endahati (2013) in the study entitled "Improving Speaking Ability on Public Speaking Class by Using Role-Playing Technique of English Education Department Students". The study's findings indicate that role-playing approaches can improve students' speaking abilities when speaking for specific goals in class. It may be evident in the enhancement of classroom English-speaking activity, teacher-student interaction, and students' and teachers' attentiveness.

The second study is conducted by Septi Mulia et al. (2020) in study entitled Students' Perception toward English Speaking Ability. The result of this study is students claimed that speaking is a crucial ability for communicating with one

another, especially because English is the international and global language spoken across the world.

The third study that conducted by Andriani et al. (2019) in study entitled Students' Perception on EFL Speaking Skills. The results of this study are first statement made by students was that speaking is essential to learn since it is utilized for interaction and communication. Second, the way in which teachers teach speaking might impact students' speaking abilities. At last, the researcher discovered what the pupils' challenges are in learning to speak.

Method

1. Research Type and Design

This study used qualitative descriptive research in this study. In descriptive history, qualitative descriptive research was a research method that used qualitative data. According to Siedlceki (2020), as cited in Nengsih et al. (2022), descriptive research contains investigations that support current actions regarding the characteristics and condition of something. The purpose of using a qualitative descriptive design was to provide an overview of information obtained from the data.

2. Data Collection Techniques

The interview was the process of gathering information for research by asking and answering questions from face-to-face questioners or respondents utilizing an interview guide. In this study, the writer recorded all responses from respondents exactly as they were. The interviewer alternated the respondent's replies with explanations or to clarify if there was an answer that deviated from the question.

3. Research Instruments

The writer used a method of data collection, an interview. The writer used an open-ended question to collect data, where the writer asked the respondent for an explanation and the respondent will describe it briefly. The writer has a defined topic for the respondent, but the questions are open-ended and may not be asked in the same style or sequence to each responder, these interviews were classed as semi-structured. The primary goal of an in-depth interview is to find out what respondents feel is important about the topic at hand in their own words. The writer was given ten questions, and students were asked to answer each of them.

4. Data Analysis Techniques

The data will be examined when it has been collected. The data in this study were analyzed using an interactive model of analysis. According to Miles and Huberman (1994), four analysis components are included in this model: data reduction, data display, and conclusion drawing. The four activities of interactive model analysis are as follows:

1. Data Reduction

The writer conducted data reduction to analyze the data that has been obtained. Data reduction is the process of identifying, concentrating, reducing, abstracting, and changing data from written-up field notes or transcriptions. This step is used to determine whether or not the data is relevant to the end aim. The writer gathered information through interviews. The data is then copied by the writer. Data that is irrelevant to the study issue is discarded. Irrelevant data is information that has nothing to do with the study topic yet is linked to it. Furthermore, after gathering and reducing data, the writer offers the information in a descriptive format.

2. Data Display

The next stage is to display the data after it has been reduced. The writer used narrative writing to present the data. It will be simpler to comprehend what happened and plan future work based on what has been learned with the display of data.

3. Conclusion Drawing

The writer completed and confirmed the data in the final step. This step seeks to determine the significance of the obtained data by looking for links, similarities, or differences to arrive at solutions to existing issues. Data that is irrelevant to the study issue is discarded. Irrelevant data is information that has nothing to do with the study topic yet is linked to it. Furthermore, after gathering and reducing data, the writer offers the information in a descriptive format.

Results and Discussion

In this part, the writer presented data from interviews with fourth-semester students of the English Education Study Program at the Muhammadiyah University of Prof. Dr. Hamka. Through ten questions, the author interviewed ten students as participants. All of the questions and answers in interviews are recorded as sound recordings by the writer. The following is the writer's interpretation of the data analysis of the

interview.

Results

1) *The public speaking lecture is a good way for speaking ability*

The result of the interview indicated that public speaking lecture is a good way to improve speaking ability because, in public speaking lectures, students are taught about materials for public speaking and how to practice speaking. It can be seen from the extract as follows:

S1: Public speaking lecture is a good way to learn because we learn to speak not just one way, but two ways or with many people in front of us.

S4: Public speaking is a good way to practice speaking skills, the reason is that we directly practice in front of the lecturer through speech assignments and video assignments.

S6: I think a public speaking lecture is a good way because in addition to learning to speak well in public, we know how to attract the audience, attitude, and what we want to talk about.

S7: I think a public speaking lecture is a good way because in this class we prepare the material for our speech.

In extract 1, the writer found the audio recording that the S1 stated that public speaking lecture is a good way to learn because they learn to speak two ways or with many people in front of them which meant public speaking lecture can make them communicate two ways or with many people well. Meanwhile, S4 and S7 stated that they learn to prepare the material for speech, and S6 stated that in public speaking lectures, they also learn how to speak well, how to attract the audience, their attitude, and what they want to talk about.

2) *Students feel more confident by studying in public speaking lecture*

The next students' perception of public speaking lectures for their speaking ability they feel more confident by studying in public speaking lectures. It is also one of the parts of advantages of public speaking lectures for students' speaking ability. It is shown in the extract below:

S1: By learning public speaking, I have improved my speaking skills and also my confidence to speak in public.

S5: Because in public speaking, we are trained to speak in public, and taught how to do it, it makes me improve my skills and increase my confidence in public. I feel that my public speaking has gotten better from previous years.

S7: I am more fluent in preparing materials, and I am

more accustomed, confident, and fluent in speaking in front of the public.

Based on the extracts above, the writer found that public speaking lectures can give a positive perception to students who feel more confident by studying in public speaking lectures. It was found that S1 stated that public speaking lectures make them improved their speaking skills and also their confidence to speak in public.

Meanwhile, in extract 6 where S5 stated that because they are trained to speak in public, it makes them improve their skills and increase their confidence in public. They also taught how to handle an audience, how to manage their nervousness, etc. It is the same line as S7 stated that in public speaking lectures, they feel more accustomed, confident, and fluent when giving a public speech.

3) The public speaking lecture makes students more able to express their feelings

Based on the data obtained from students' interviews, the next category of benefit public speaking lecture for their speaking ability was also students more able to express their feelings. It is shown in the following extract:

S2: Yes, I can express my feelings because I do it in front of the class. I also got feedback on my speech so that I could find out my shortcomings

S3: I think yes, we know what we want to express and convey in public even though the context is different.

S4: Yes, because when we make speeches, we express what's on our minds while conveying what we want to say.

S5: Yes, in public speaking class I am taught to express my feelings, especially in this class we also teach persuasive sentences so that I can express my feelings.

S10: Yes, I feel that my confidence has increased, I know what to do and what not to do so I know it after this class. I am more able to argue, have an opinion, and express my thoughts.

Based on the extract above, S2 and S5 perceive that they can express their feelings because they were taught how to express their feelings and ideas in class while S3 thinks that they know what they want to express and convey in public and S4 can express what's on their mind while conveying what they want to say. Also, the S10 feels that her confidence has increased, and more able to argue, have an opinion, and express her thoughts.

4) Students feel the use of public speaking lectures is very useful in work

The students' perception can be described based on one of the uses of public speaking lectures for students, especially the use of public speaking for students in the future work field. It is shown in the extract below:

S3: Its usefulness in the world of work, especially if we are in the teaching faculty where later we will teach English in the classroom and the world of work it will also be very important.

S5: For example, for the thesis presentation, we are not nervous because we have been taught to handle the audience. Especially when later in the world of work, it will be very useful.

S6: The benefits of public speaking in the future, when in the world of work we must be public speaking then we must have the basics to communicate with others.

S10: Public speaking is a knowledge that will never die, a knowledge that continues because we will always need it, we can know good public speaking. So, it has a very big effect, especially when in the world of work later on.

As can be seen from the extracts above, they all agree that public speaking it's useful in the world of work. S3 stated that because they are teacher training students, their public speaking abilities as teachers must be good because one day they will teach English to students in the classroom. In addition, S6 stated that they must be public speaking since it is basic to communicate with others.

From the extracts above, the writer found that the students mostly said the use of public speaking for them in the future, especially in the world of work is very useful and important. S10 also stated that public speaking has a very big effect, especially in the world of work.

5) Students feel public speaking lecture is important for their speaking

The students answered the writer's questions about the importance of public speaking lecture, which shows that public speaking lecture is important for their speaking. It is shown in the extract below:

S1: Very important, because we are required to speak in public if we are required in a discussion or teaching students.

S3: Very important, because with public speaking we can talk about what we feel to others.

S7: Very important, because if we can't voice our opinions then other people can't hear our voice and don't know what's on our mind.

S9: This is important, because later in the field of work and we as prospective teachers can train our

speaking skills, especially in gesture, intonation, etc.

S10: It's important because before we enter the workforce or when we apply for a scholarship, there will usually be an interview stage where other people will assess our public speaking and grammar.

The students feel that public speaking is very important because it enables them to express what is in their mind or what they feel to others as stated by S3 "Very important because with public speaking we can talk about what we feel to others. With public speaking we can be more confident and good self-improvement.". The same as the S3 statement, S7 said "If we can't voice our opinions then other people can't hear our voice and don't know what's on our mind.". The S7 perception meant that expressing their opinions is indeed important for communication and fostering understanding among individuals. Other students also stated that public speaking is important for their speaking because public speaking will be useful in the world of work. It also stated from the S9 "Important, because later in the field of work and we as prospective teachers can train our speaking skills, especially in gesture and intonation.

6) Public speaking lectures made students explore and increase their vocabulary

Knowing more vocabulary has a significant impact on learning English. The effect that occurs as a result of the public speaking lecture is that students might explore and increase their vocabulary. It is shown in the extract below:

S1: When public speaking, we explore vocabulary. Maybe the vocabulary was monotonous before, but we explore other vocabulary. Especially when public speaking, we must see that our audience might be teenagers or important people.

S4: Every time we give a speech, we will find new words and we are required to know the vocabulary so that our speech is interesting and does not use monotonous words so that the audience is more interested. I usually explore vocabulary by watching videos, you can also use subtitles.

S6: Before public speaking, we have to do research through journal articles and it explores my vocabulary. When drafting speaking, it is also impossible to be monotonous in vocabulary.

S7: If the context is preparing a speech, we must prepare a script and we must research first. When researching, we must have found a lot of new vocabulary and when we speak, the vocabulary will not be monotonous. Some of the students who are

the S6 stated that they have to do research through journal articles and it explores their vocabulary, then makes their vocabulary not monotonous during speech. Meanwhile, the S1 and S4 perceived that they will find new words and were required to know the vocabulary so that their speech will interesting and not use monotonous words. Other students also stated that for preparing a speech, they must have found a new vocabulary and they explore more vocabulary so that when they speak in public, their vocabulary is not monotonous. Meanwhile, the S1 and S4 perceived that they will find new words and were required to know the vocabulary so that their speech will interesting and not use monotonous words. Other students also stated that for preparing a speech, they must have found a new vocabulary and they explore more vocabulary so that when they speak in public, their vocabulary is not monotonous. It also stated from the S7 "If the context is preparing a speech, we must prepare a script and we must research first. When researching, we must have found a lot of new vocabulary and when we speak, the vocabulary will not be monotonous".

7) By following public speaking lectures, students can overcome nervousness

The next students' perception of a public speaking lecture is students know how to overcome their nervousness.

S1: I have to practice to overcome my nervousness

S5: This class taught me how to speak fluently, learn to handle the audience, and eye contact with the audience, I feel that my ability is much better.

S6: My way to overcome nervousness is by not looking at the audience's eyes. Before the speech, I practiced and understood the content of my speech.

S7: To overcome my nervousness, I think of the audience as a puppet.

S9: To overcome nervousness, I usually only look at some of the audience, not all of them one by one.

S10: How to overcome nervousness, I have to master what we will talk about, then I use body language so I don't look nervous.

Based on the extracts above some students namely S1 and S6 stated to have the same perceptions that they have to practice their speaking and understood the content of the speech. In line with that, S10 said that she has to master it and use body language. In addition, S5 feels that public speaking lectures can make her know to overcome nervousness because, in this class, she learns how to handle the audience and make eye contact with the audience. Different from the others, S7 said that she thinks of the audience as a puppet that is very unique

and unusual. Meanwhile, S9 only looks to some of the audience to overcome her nervousness.

8) Students feel confident when giving a speech in public speaking lecture

The next students' perception of a public speaking lecture for their speaking ability is they being confident when giving a speech. It can be shown from the extracts below:

S1: I am confident when I practice before the speech.

S2: I am confident that I have memorized the text, so I have to know what context to bring and have to practice.

S3: I am confident enough although I have to think about what I am going to say.

S4: Pretty confident if I already practice it before a speech.

S8: If it's with fellow friends, I'm confident, but if the audience is with people that I don't know then I'm very nervous.

Based on the extracts above, some students namely, S1, S2, and S4 have the same perception that they are confident when practicing before giving a speech. It was because building confidence when practicing before giving a speech is essential for delivering a successful presentation. S3 feels confident enough although she has to think about what she going to say. Meanwhile, S8 stated that "If it's with fellow friends, I'm confident, but if the audience is with people that I don't know then I'm very nervous". It means that he feels more confident and at ease when he is with familiar friends compared to being in front of an unknown audience.

9) Students learn some materials that make their speaking ability improve

In public speaking lectures, students have learned a lot of material, and what they learned in class has improved their speaking skills.

S1: I learned how to prepare an outline for speaking materials, before we do a speech in public, make sure we have an outline that supports us so that when we speak later our speech is organized.

S2: I learned how we communicate or become a speaker, the kinds of public speaking, and how to be a good public speaker.

S3: I learned about our body gestures during public speaking, then eye contact, and I also learned that during public speaking, we have to be all out or attractive in the eyes of the audience so that the audience feels they are not ignored.

S4: I learned how to overcome anxiety when becoming a speaker with exercises given by the lecturer. Then I also learned to outline so that the

audience is interested in our speech.

S5: I learned how to build self-confidence, so that automatically if I was confident, my public speaking ability improved, smoothly, not interrupted. Then I learned how to construct a good sentence structure so that the information I conveyed could be understood by others easily.

As can be seen from the extracts above that the students studied some materials so that their speaking skills improved. They were taught to make outlines so that their speech was organized, how to communicate, body language, overcome anxiety, and how to build self-confidence.

10) Students can influence people after taking public speaking lecture

The last students' perception of public speaking lectures for their speaking ability is they can influence people after taking public speaking lectures. It can be shown from the extracts below:

S1: Yes, I have learned persuasive speech, where I invite the audience to be of one mind with me or follow what I have given.

S2: Yes, I can influence other people. I learned how to pick my words and how to make people interested when we speak.

S4: During the course, I was able to influence people, because in this course I was given strategies for how to influence others.

S5: Yes, I can influence other people. In this class, we are taught techniques to convey information, and we are taught how to convince people.

S9: Yes, after taking the public speaking lecture and knowing techniques and strategies of public speaking it helps me more confident and made the topic interesting which is important for influencing the audience effectively & the audience can understand.

Based on the extracts above, all students can influence other people after taking public speaking lectures. As stated by S4, S5, and S9, in public speaking lectures they were given strategies and techniques for how to influence and convince others effectively. It is the same line with S2, she stated that she can influence other people and learned how to pick words or how to make people interested. Also, S1 stated he had learned persuasive speech in public speaking lectures.

Discussion

In this part, the writer explains Students' Perception on Public Speaking Lecture for Their Speaking Ability in the Fourth Semester Students at the Muhammadiyah University of Prof. Dr. Hamka. The writer discovered that students had a positive reaction to or perception of public speaking lectures for their speaking ability. It can be seen below:

- a. All students state that public speaking lecture is a good way for speaking ability.
- b. The writer found that public speaking lectures can give positive perception to students feel more confident by studying in public speaking lecture.
- c. Most of the students were more able to express their feelings after taking public speaking lectures because they are taught how to express themselves and express what they think. Although some students gave negative feedback that they did not feel any improvement.
- d. All students agree that public speaking lecture is very useful in work.
- e. All students state that public speaking lecture is important for their speaking because it enables them to express what is in their mind or what they feel to others.
- f. The effect that occurs as a result of the public speaking lecture is that students might explore and increase their vocabulary because if they prepare an outline for speech, they have to look for various sources and they often found unfamiliar words.
- g. By following the public speaking lecture, all students know how to overcome their nervousness when public speaking.
- h. Students feel confident when giving a speech in public speaking lecture if they practice and memorized the text before a speech.
- i. The students studied some materials from public speaking lectures so that their speaking skills improved. They were taught to make outlines so that their speech was organized, how to communicate, body language, overcome anxiety, and how to build self-confidence.
- j. All students can influence other people after taking public speaking lectures since they were taught about persuasive speech and how to influence people with their words when speaking.

All of the responses above indicate that almost all students have good impressions. Based on the findings of student perceptions, it was discovered that students indicated that public speaking lecture is important and good for their speaking ability. The writer discovered that public speaking lectures can make students feel more confident, that most students were more able to express their feelings after taking public speaking lectures, and that students might explore and increase their vocabulary because if they prepare an outline for speech, they have to look for various sources and they frequently found unfamiliar words, and that all students can influence other people. So, public speaking lecture is a good way for speaking ability. In line with a previous study by Endahati (2013) in the study entitled "Improving Speaking Ability on Public Speaking Class by Using Role-Playing Technique of English Education Department Students". The study's findings indicate that role-playing approaches can improve students' speaking abilities when speaking for specific goals in class. It may be evident in the enhancement of classroom English-speaking activity, teacher-student interaction, and students' and teachers' attentiveness.

Conclusion

Based on the result, the writer concludes as follows: what are students' perceptions on public speaking lecture for their speaking ability? The writer found that they have obtained several benefits in public speaking lectures for their speaking abilities. What they learn in a public speaking lecture makes their speaking ability improve, and their speaking ability gets better. All students had a positive perception, from the results of student perceptions found that students stated that public speaking lecture is very influential on their speaking ability, the use of public speaking lecture can also make them more able to express their feelings, they feel confident, students can explore and increase vocabulary, and they also influence people with their words. Nonetheless, students require the support of their lecturer throughout the procedure. Students need the assistance of a lecturer to get instruction, correction, motivation, and so on.

It is suggested that the implementation be used not only in the Public Speaking Lecture at the Muhammadiyah University of Prof. Dr. Hamka English Department's fourth-semester students but also as

one of the strategies that can be applied in other classes of the English Education Department to improve their speaking ability. Furthermore, further study is needed to obtain better results and enhance implementation for future research in other schools.

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