# Fostering Student Speaking Skills Through Public Speaking Engagements

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### ABSTRAK

*Siswa sering mengalami kesulitan dalam mengemukakan pendapat, mengartikulasikan argumen, dan berpartisipasi aktif dalam diskusi. Hal ini menyebabkan guru harus menciptakan kegiatan pembelajaran yang dapat meningkatkan keterampilan berbicara pada siswa. Tujuan penelitian ini yaitu mengetahui proses pembinaan keterampilan berbicara siswa melalui keterlibatan public speaking. Desain penelitian ini menggunakan desain metode campuran. Penelitian ini berfokus pada pengumpulan data kuantitatif dan kualitatif. Partisipan penelitian ini adalah 38 mahasiswa. Metode pengumpulan data menggunakan observasi, angket, dan tes. Metode pengumpulan data menggunakan lembar kuesioner dan tes. Instrumen pengumpulan data menggunakan lembar kuesioner dan tes. Teknik analisis data menggunakan analisis statistik inferensial. Hasil penelitian yaitu terdapat dampak positif yang sangat signifikan dari tugas-tugas presentasi individu pada kemampuan berbicara siswa. Implikasi dari penelitian ini menunjukkan bahwa tugas presentasi individu memiliki dampak positif yang sangat signifikan pada kemampuan berbicara siswa, menekankan pentingnya penggunaan public speaking dalam meningkatkan keterampilan berbicara siswa. Disimpulkan bahwa tugas presentasi individual efektif pada keterampilan berbicara mahasiswa.*

### ABSTRACT

Students often have difficulty expressing opinions, articulating arguments, and actively participating in discussions. This causes teachers to create learning activities that can improve speaking skills in students. The purpose of this study is to know the process of fostering students' speaking skills through public speaking involvement. This research design uses a mixed method design. This research focuses on quantitative and qualitative data collection. The participants of this study were 38 college students. The data collection method uses observation, questionnaires, and tests. The data collection method uses questionnaire sheets and tests. Data collection instruments use questionnaire sheets and tests. Data analysis techniques use inferential statistical analysis. The result of the study was that there was a very significant positive impact of individual presentation tasks on students' speaking skills. The implications of this study suggest that individual presentation tasks have a very significant positive impact on students' speaking skills, emphasizing the importance of using public speaking in improving students' speaking skills. It was concluded that individual presentation tasks are effective on the speaking skills of students.

## 1. INTRODUCTION

In an increasingly interconnected and dynamic world, the ability to communicate effectively is a fundamental skill for success in both academic and professional domains. The ability to communicate is crucial for students to be able to express their feelings and thoughts, thus making it easier to complete activities and assignments by engaging in conversations with others. Young people must be adaptable, creative, and innovative in problem-solving and decision-making, with strong communication and teamwork skills. To prepare for the challenges of the 21st century, young people must develop their individual potential in a fast changing environment. Effective communication skills are essential for real-world success (Farmer & Wilkinson, 2018; Rios et al., 2020; ŽivkoviĿ, 2016). Communication is the exchange of ideas between individuals, both verbally and in writing, that involved the sharing of meaning and information (Ardianyah, 2020; Janoušek, 2019). Speaking in front of other people is necessary in oral communication because the listener responds to the speaker's communication. Oral communication is a

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two-way process between the speaker and the listener that includes both effective speaking abilities and receptive comprehension skills. And an interactive process as one that involves two communications, sender and receiver. A wide variety of speaking teaching strategies are implemented in schools for a variety of purposes (Ali, 2020; Cummins, 2014; Pertiwi et al., 2022). Teachers, as educators, must prepare students to speak English not just in the classroom but also in real-life situations (Ani, 2018; Simbolon, 2014). Regardless for the explanation, someone's speaking ability impacts his or her first impression. A person who can speak English fluently and completely will make a better first impression than someone who does not speak well. As a result, teachers must change their classrooms into authentic learning environments (Handayani, 2020; Tibahary & Muliana, 2018). Speaking ability is a key factor in EFL students' communication skills (Meutia et al., 2020; Suprayogi et al., 2021). Speaking in a target language is an EFL skill that involves oral communication using that language. Effective learning a language needs not only studying but also practicing speaking skills. Speaking to others requires expressing an idea to the listener, not simply speaking a language without meaning. Speaking refers to the process of communicating with others. Effective oral communication requires the ability to communicate messages that are comprehended by the other speaker. Speaking activities are divided into seven categories: speaking based on pictures, speaking based on sound, telling stories, interviews, discussion, debate, and giving speeches (Helal, 2019; Wagu & Riko, 2020).

Speaking skills are crucial for studying English as a Foreign Language (EFL). They provide an important chance for students to actively engage with the language, express themselves, and communicate meaningfully with others. EFL students who are proficient in speaking can communicate effectively in a variety of real-world situations including interactions with others, workplaces, and academic environments (Agustina & Setiawan, 2020; Chang et al., 2020). Speaking also helps to build listening skills since students must understand spoken language in order to respond effectively. Furthermore, since students use grammar, vocabulary, and pronunciation in their speeches, oral communication aids to reinforce these skills. As a result, prioritizing speaking activities in EFL courses is critical for providing students with the communicative skills required to thrive in today's globalized society (DeWaelsche, 2015; Melnichuk et al., 2017). Public speaking is a form of communication in which the goal is to communicate information to a large number of audiences, it involves aspects such as news, media, speakers, audience, entertainment, responses, and events. Public speaking is a significant skill to develop (Baccarani & Bonfanti, 2015; Kalogiannidis, 2020). Public speaking is defined as any activity that involves speaking in public, such as giving a speech to a gathering, regardless of capacity (Bylkova et al., 2021; Friman, 2017). Public speaking differs from other types of speaking activities. It requires not only speaking skills but also how to communicate it. Teaching public speaking as oral communication highlight an effective technique for achieving the learning objectives. Speaking is the most important skill for a teacher to have while teaching a language (Iqbal, 2018; Santika & Sudiana, 2021). Speaking is an essential ability, and a teacher can help students improve their speaking skills. Public speaking is a crucial skill in today's world, essential for success in various aspects of life, including education, careers, and personal development (Fajri et al., 2021; Zahra & Yuliana, 2023). Recognizing its significance, educators strive to cultivate and enhance students' public speaking abilities from an early age. One effective method to achieve this is through individual presentation tasks.

Individual presentation tasks provide students with a platform to express their thoughts, ideas, and knowledge in a structured and articulate manner. These tasks not only encourage students to organize their thoughts coherently but also empower them to communicate effectively with confidence, critical thinking, and self-expression, and clarity. Through these tasks, students are empowered to articulate their ideas coherently, present arguments persuasively, and engage with their peers in meaningful dialogue. By giving a presentation, students learned how to open a presentation, carry on a discussion, answer questions, and also attract audience's attention (Burhanuddin, 2021; McNatt, 2019). Experience is the best teacher, and to get through experience is so important. The students experience can be done by giving practice task that will train them into real implementation. The statement by Burhanuddin underscores the importance of experiential learning in developing students' presentation skills. By engaging in the process of preparing and delivering a presentation, students not only learn how to structure their content effectively but also gain valuable experience in engaging with an audience. Opening a presentation sets the tone and captures the audience's attention, while carrying on a discussion allows students to communicate their ideas coherently and persuasively. Moreover, answering questions demonstrates their understanding of the topic and ability to think critically on their feet. These experiences are invaluable as they provide students with practical skills that they can apply in various academic and professional settings. Previous research has identified a concerning trend regarding students' reluctance to speak up in the classroom, particularly during discussions and presentations. These studies indicate that students frequently encounter difficulties in expressing their opinions,

articulating arguments, and actively participating in discussions (Maji et al., 2022; Sampelolo et al., 2021). The reasons for this reluctance vary but often include factors such as lack of confidence, fear of judgment or criticism, language barriers, and unfamiliarity with the topic being discussed. In the context of presentations, students may struggle to effectively communicate their ideas due to anxiety about public speaking, uncertainty about their proficiency in the language of instruction, or inadequate preparation. Additionally, the dominance of teacher-centered learning approaches and traditional instructional methods may contribute to students' passivity and hesitancy to engage in dialogue.

Overall, the findings of these studies highlight the need for interventions aimed at fostering a more supportive and inclusive learning environment where students feel empowered to voice their thoughts, participate actively in discussions, and develop their speaking skills. Implementing strategies such as peer collaboration, student-centered activities, and targeted speaking practice can help address these challenges and encourage students to overcome their inhibitions to speak up in the classroom. In a preliminary study for this research, it was observed that students were predominantly taught using teacher-centered methods in speaking class. Additionally, questionnaires administered to students revealed a lack of enthusiasm and engagement with the learning process. This is further evidenced by the results of students English speaking pre-test, which showed that a significant majority (74%) failed to meet the minimum proficiency level. These findings underscore the pressing need to address the lack of student participation and speaking proficiency in language learning. For those reasons, the researcher decided to conduct this study to identify and overcome the existing problems in speaking, so the students were expected to be able to improve their English speaking skill through public speaking activities. And the importance of promoting students' public speaking ability through individual presentation tasks, the benefits of such tasks in enhancing students' communication skills, fostering self-confidence, and preparing them for future academic and professional endeavors. Additionally, the effective strategies for implementing individual presentation tasks in educational settings and overcoming common challenges encountered in the process.

## 2. METHOD

The mixed-method design was administered in this study (Waruwu, 2023; Zuchdi & Nurhadi, 2019). This study focuses in collecting both of the quantitative and qualitative data. The participants of this study were thirty-eight students in Private university in Tabanan, Bali. This study applied quantitative test to analyse the effectiveness of Individual presentation task on students' Speaking skills. The observation sheet and questionnaire were used to collect the data qualitatively. This qualitative data was aimed to identify the effect of individual presentation task in students' learning process and speaking pre-test and post-test in order to analyse whether or not there is a significant effect of individual presentation task on students' Speaking skills. The researcher analysis the students score used the scoring rubric for oral presentation and after the researcher analyzed the student's score she classified the students oral presentation mastery into the scoring rubric of competence level based on academic regulation. The quantitative data were analyzed using paired sample t test quantitative test to analyse the effectiveness of Individual presentation task on students' Speaking skills.

**Tabel 1**. Scoring Rubric for Oral Presentation

| Category | Scoring Criteria | Total Points | Score |
|---|---|---|---|
| Organization (15 points) | The type of presentation is appropriate for the topic and audience. | 5 | |
| | Information is presented in a logical sequence. | 5 | |
| | Presentation appropriately cites requisite number of references. | 5 | |
| | Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation. | 5 | |
| Content (45 points) | Technical terms are well-defined in language appropriate for the target audience. | 5 | |
| | Presentation contains accurate information. | 10 | |
| | Material included is relevant to the overall message/purpose. | 10 | |
| | Appropriate amount of material is prepared, and points made reflect well their relative importance. | 10 | |
| | There is an obvious conclusion summarizing the presentation. | 5 | |

| Category | Scoring Criteria | Total Points | Score |
|---|---|---|---|
| Presentation (40 points) | Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). | 5 | |
| | Speaker uses a clear, audible voice. | 5 | |
| | Delivery is poised, controlled, and smooth. | 5 | |
| | Good language skills and pronunciation are used. | 5 | |
| | Visual aids are well prepared, informative, effective, and not distracting. | 5 | |
| | Length of presentation is within the assigned time limits. | 5 | |
| | Information was well communicated. | 10 | |
| Score | **Total Points** | 100 | |

Adopted from (Miqawati & Sa'diyah, 2021)

## 3. RESULT AND DISCUSSION

**Result**

In this section, the data were gathered from observation and open-ended questionnaire. The qualitative data were administered in order to identify the students' learning activity observation checklist, open-ended questionnaire were used in order to collect the data. The observation was used to identify students' learning activity. Meanwhile, in questionnaire, the open-ended questionnaire was used to determine students' responds towards public speaking activities in the end of class in speaking subject. The findings revealed that Public speaking activities especially in individual presentation task could promote students' learning quality in term of critical thinking skill, creativity, communicative, and collaborative, learning ability. Based on the result of questionnaire that was taken on the class, the students showed an positive respond during the individual presentation activities. They build on ideas, using the digital tools in order to produce the presentation. This particular result was also supported by the result of open-ended questionnaire: "*Making a presentation and delivering it in front of friends that's make me feel excited and enjoy the experience. I can explore various information and crafting compelling, and gain a thorough understanding of the subject matter. Moreover, the presenting in front of my friends can be enthusiastic moment". (S14)* and also found that the students learn new vocabulary during learning process, as presented "*Presenting in a formal setting to friends make me feel a comfortable and supportive atmosphere. I have learned new vocabulary and fluent in speak English because the interactive nature of presentations". (S28).* Preparing EFL learners for oral presentation it could integrate students' language skill. When students learn a new language, they often study it in books or in class. But oral presentations are a bit different.

Engaging in individual presentation tasks provides students with a focused and immersive opportunity to enhance their speaking skills. Through the process of preparing and delivering presentations, students not only practice articulating their thoughts and ideas effectively but also receive personalized feedback on their performance. This feedback allows them to identify areas for improvement and refine their speaking techniques, such as clarity, coherence, and confidence. Additionally, individual presentation tasks encourage students to develop critical thinking and organization skills as they research, plan, and structure their presentations. As students gain experience and proficiency in delivering individual presentations, they become more adept at expressing themselves orally, leading to increased confidence and competence in communication. Thus, individual presentation tasks serve as a valuable platform for students to hone their speaking skills in a supportive and constructive learning environment. In summary, the excitement and enjoyment when making and delivering a presentation in front of their friends are rooted in the process of preparation, the supportive atmosphere, the act of self-expression, the interaction with others and for sharing knowledge, connecting, so that's make personal growth through public speaking. In order to find out the significant effect of public speaking activities towards Speaking skill in term of individual presentation task. The following Table 2 demonstrates the result of the effectiveness of public speaking activities in improving students' speaking skill. The findings of quantitative test are presented as Table 2.

Table 2 shows that the mean score of students in one of the Private University in Tabanan was different from pre-test and post-test. The result of post-test was higher than pre-test. The difference in mean scores between the pre-test and post-test in Table 1 shows that students performed better after performing an Individual presentation activity. The individual presentation in this example seem to be individual presenting tasks, as indicated by the speaking subject. The higher mean score of 84.17 in the

post-test compared to the pre-test mean score of 70.80 indicates that students' speaking skills improved significantly after completing the individual presentation task in Speaking.

**Table 2.** Paired Samples Statistics

|  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|
| Pretest | 70.80 | 38 | 3.373 | .555 |
| Posttest | 84.17 | 38 | 2.970 | .488 |

**Table 3.** Paired Samples Test

|  | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
|  | Mean | Std. Deviation TEST | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
|  |  |  |  | Lower | Upper | | | |
| Pre-test - Post-test | -9.216 | 4.328 | 0.711 | -8.655 | -7.773 | -12.954 | 36 | 0.000 |

Table 3 shows that the sig. (2 tailed) was 0.000, it indicated that the value of 2-tailed was less than 0.05 (.000) which means that there was a significant effect of students speaking ability by implementing the Individual presentation task. Therefore, So, in this case, it shows that the individual presentation task had a significant impact on the students' speaking ability, the students' speaking skills improved noticeably because of this individual presentation task. Therefore, we can confidently conclude that implementing the individual presentation task was successful in enhancing the English as a Foreign Language (EFL) students' speaking skills.

**Discussion**

Public speaking, involves communicating information to a large audience and encompasses various elements such as news, media, speakers, audience interaction, entertainment, responses, and events. Teaching public speaking within oral communication contexts is seen as an effective method for achieving educational goals. Speaking is the most crucial skill for teachers when instructing a language, highlighting its importance in language education (Iqbal, 2018; Santika & Sudiana, 2021). Speaking as a crucial skill for success in education, careers, and personal growth, public speaking holds significant value in today's world (Al-Tamimi, 2014; Kalogiannidis, 2020). Students often find themselves filled with enthusiasm and enjoyment when tasked with making presentations in front of their peers, particularly friends. This excitement stems from the opportunity to share information and craft compelling presentations that captivate their audience. Presenting to friends not only allows students to delve deeply into various topics but also fosters a thorough understanding of the subject matter as they navigate through their presentations. Moreover, the presence of friends creates a supportive and engaging atmosphere, amplifying the overall enthusiasm of the experience. As students showcase their knowledge and skills, they not only enjoy the process but also feel a sense of accomplishment in sharing their expertise with their peers. In the realm of English as a Foreign Language (EFL) learning, preparing students for oral presentations serves as an integral component in integrating language skills. While students typically learn a new language through textbooks or classroom instruction, oral presentations offer a unique opportunity for students to actively use the language by speaking it aloud. This practice bridges the gap between language acquisition and application, enabling students to enhance their speaking and comprehension abilities through real-world communication. In essence, oral presentations serve as a vital conduit for students to transition from learning about the language to confidently using it in practical contexts, ultimately fostering linguistic proficiency and communication skills (Hafner, 2014; Hung et al., 2016). Thus, individual presentation tasks serve as a valuable platform for students to hone their speaking skills in a supportive and constructive learning environment (Dewi et al., 2023; Magdalena et al., 2024).

In summary, the excitement and enjoyment when making and delivering a presentation in front of their friends are rooted in the process of preparation, the supportive atmosphere, the act of self-expression, the interaction with others and for sharing knowledge, connecting, so that's make personal growth through public speaking. The mean score of students in one of the Private University in Tabanan was different from pretest and post-test. The result of post-test was higher than pretest. The difference in mean scores between the pretest and post-test shows that students performed better after performing an

Individual presentation activity. The individual presentation in this example seem to be individual presenting tasks, as indicated by the speaking subject. The higher mean score of 84.17 in the post-test compared to the pretest mean score of 70.80 indicates that students' speaking skills improved significantly after completing the individual presentation task in Speaking. The result of t-test that the sig. (2 tailed) was 0.000, it indicated that the value of 2-tailed was less than 0.05 (.000) which means that there was a significant effect of students speaking ability by implementing the Individual presentation task. The study on individual presentation tasks as a means to enhance students' speaking skills reveals several strengths and limitations, along with important implications. One of the strengths lies in the significant improvement observed in students' speaking abilities following the completion of individual presentation activities.

The higher mean score in the post-test compared to the pretest indicates a tangible enhancement in students' speaking proficiency, demonstrating the effectiveness of this pedagogical approach. Additionally, the statistical analysis, particularly the t-test, provides robust evidence of the positive impact of individual presentation tasks on students' speaking abilities, further bolstering the credibility of the findings. However, it's essential to acknowledge certain limitations of the study. One potential limitation could be the generalizability of the results, as the research was conducted in a specific context, namely a private university in Tabanan. The findings might not be universally applicable across different educational settings or student populations. Moreover, while the study highlights the benefits of individual presentation tasks in improving speaking skills, it may overlook other aspects of language proficiency, such as listening or writing abilities. Thus, a more comprehensive assessment of language skills could provide a more holistic understanding of the effectiveness of individual presentation tasks in language education. Despite these limitations, the implications of the research are noteworthy. The positive impact of individual presentation tasks on students' speaking abilities underscores the importance of incorporating active learning strategies into language education, particularly in oral communication contexts. Educators can leverage individual presentation tasks as a valuable tool for fostering linguistic proficiency and communication skills among students. Furthermore, the findings highlight the need for ongoing research and exploration into innovative pedagogical approaches that promote student engagement and skill development in language learning. By addressing these implications, educators can enhance the effectiveness of language instruction and better prepare students for success in academic, professional, and personal endeavors. Therefore, it can be concluded that the implementation of students individual presentation task successfully enhances EFL students' speaking skill. The results of this study are similar to previous research, namely those that found a improvement on students' speaking skills after using the individual presentation task, the students enjoy in the learning process with their idea, knowledge, doing a presentation, and they were also given chance to share their creativity and idea to others during the presentation (Ardianyah, 2020; Burhanuddin, 2021).

## 4. CONCLUSION

Fostering student speaking skills through public speaking engagements is an invaluable educational strategy. By providing students with opportunities to practice and refine their speaking abilities in a supportive environment, can empower them to become confident communicators. Moreover, public speaking engagements especially by implementing the individual presentation task cultivate critical thinking, creativity, and self-confidence, enabling students to thrive academically and professionally. Therefore, investing in public speaking initiatives not only enhances students' speaking skills but also nurtures their overall personal and academic development, preparing them for success in the future. Considering the importance of mastering speaking skill, the researcher recommendation to implement the public speaking activities to improve the students' speaking skill.

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