

CHAPTER 1

INTRODUCTION

In the first chapter of the research, the research presents six sub chapters related to study. These topic background of study, topic cover (1) background of study, (2) formulation of research problem, (3) objectives of research, (4) significance of the research. (5) the limitation of the research, (6) definition of the key terms.

A. Background of the Research

Communicating is one way to interact with other people. Communication is divided into two things: verbal and nonverbal communication (Aripradono, 2020; Juwita, 2017; Kadarisma, 2018). Meanwhile, verbal communication is divided into personal communication and mass communication, or commonly known as public speaking (Handika et al., 2019; Wildan et al., 2019).

In communicating, we cannot be separated from speaking skills. Speaking skills or what can be called rhetoric is the art of speaking. A person can have this skill to convey graduate messages effectively as a form of communication to other people Purnamasari, D., Pratiwi, M., & Rosalia, N. (2018). Speaking can be interpreted as conveying one's intentions (ideas, thoughts, contents of the heart) to another person using spoken language so that the person can understand what we mean.

Public speaking is part of speaking. Public speaking is an activity carried out by someone to speak in public. What this means is someone who expresses their language using style, so that they can improve their speaking ability. The speaker must require interaction with the audience, so that the speaker can explain information well.

Public speaking skills are the skills to express something. Public speaking is a vital life skill and important knowledge in education. Not only in the world of education, but public speaking is also a

powerful weapon for anyone who wants to be successful in the field of career, social interaction, careers and other fields.

Public speaking is not an easy skill. However, everyone can learn and practice the art of communicating. Before we appear to speak in public, there are many things that need to be considered and prepared. Some of them are practicing frequently, studying hard and training mentally.

In English language teaching, public speaking is an effective approach for students, among other things, helping students develop their communicative awareness, providing advantages in providing opportunities to promote learning as well as practicing their four English language skills in a comprehensive way and improving thinking, their critical.

Pare is now known to all circles as the "English village". The name given to Pare is not without reason. Because it is said that most of the people in this village speak English. In Pare there are lots of English language courses. So that between institutions there is intense competition based on the quality of each institution they have. Currently, it is not only English that is developing in Pare, other languages such as Arabic, Chinese, Mandarin, Japanese, etc. already have their own institutions. However, Pare is the largest English learning center in Indonesia.

One of the second best quality course institutions in Pare is The Daffodils. The Daffodils is a specialist speaking course. The focus of the course is on improving students' communication skills. The Daffodils has an advantage over other courses, because this course prioritizes a lot of speaking practice rather than listening and writing. Therefore, this course can motivate students to practice speaking a lot first to hone overall speaking skills and students' confidence in speaking English. One of the classes is Public Speaking. This institution provides specific learning in the field of

speaking with ten different programs and levels. One of the class programs is a public speaking class.

In public speaking, many students experience difficulties. Some of these difficulties are a lack of vocabulary in public speaking, so that sometimes we get stuck in public speaking, then there are limitations in people being partners in public speaking. Because when we want to speak in public, it would be good if we prepare by practicing with a partner, so that we get used to speaking English. In public speaking you also have to pay attention to pronunciation, so that when speaking in public you can be clear and appear fluent, however, students' lack of learning pronunciation is very poor, so it becomes difficult for students in speaking in public.

From the facts above, it is necessary for teachers to carry out good learning strategies in fun situations so that students do not feel bored quickly during the learning process and the learning objectives are successfully transferred. With a good education system, students' public speaking skills will be achieved optimally. To achieve success in public speaking, good education and training are necessary components. In order to improve students' knowledge and skills, learning strategies are needed. Learning methods are patterns of learning activities chosen by teachers contextually, according to student characteristics, school conditions, the environment and certain formulated learning objectives. Garlach and Ely (1980) also said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities

If the teaching strategy can be implemented well, the expected educational vision and mission will be achieved. However, there are still many students who cannot speak in public. One of the problems why students find it difficult to speak in public is because teaching methods are less interesting at school. To make teaching public

speaking more interesting, attractive and easier for students, teachers must use several effective strategies to facilitate student learning.

The researcher also took several relevant studies conducted by other researchers, as follows: Halisa, Megawati (2023). This research is entitled *An Analysis of Teacher's Strategy in Teaching Public Speaking at Aviation School of Nusantara Tjahja Cipta Sidoarjo*. The aims is to know what strategies which this aviation school used in teaching public speaking. This research use qualitative descriptive method and used the class observation, documentation and semi-structured in-dept interview as the insturmental data. For the result, the researcher concluded that in teaching public speaking, the english teacher use d several strategies as follows : Pedagogical principles (Experience-Based an Incremental Approach), Communication Apprehension Management, Practical, and Scoring. In the pedagogical Principle-strategy, the teacher implemented lecturing brainstorming activities to help students understanding the materials in detail and comprehensively. The second strategy that used was Communication Apprehension Management, in this kind of activity, the public speaking teacher implemented a variety of communication interactions by making a sharing session. Third, for the practical strategy, the public speaking teacher was giving the two kinds of assessments such as speaking groups of presentation and role-play dialogue conversation. The last in the strategy of scoring, the teacher evaluated and assessed regarding the students' attendance and the presentations.

Apart from that, research conducted by Mahruf, Sari (2021). This research is entitled *Teacher's Strategies In Teaching Speaking At English Courses as a Foreign Language in Kampung Inggris*. The aim is to investigate how teaching speaking is done and what the strategies used to make and help students to speak in fun ways. It belongs to ethnography reseach using observaion, intervuiw, and documentary. The result shows that the most often teaching speaking

strategies are pronunciation class, grammar dfor speaking, akademik speaking and public speaking. There are empat strategy like opening, teaching process, evaluation, and closing. This research is different from the current research, because only one class was taken for the current research

Meanwhile, research conducted Mahruf (2019). This rearch is entitled The Teaching of Speaking At “Mr Pepsi English Course” in Kampung Inggris Pare Kediri. This research is aim to describe the prosses of teaching speaking activity in informal English institution. The research was conducted using qualitative design which focus on case study. The findings revealed that teacher planned the teaching activities by designing an lesson plan as a guidance in the class. The strategies used by teacher to teach speaking are oral presentation, discussion, dialogue, and reading aloud. In addition, an assessment for speaking skill was interview practice. This research is different from subsequent research, because I researched was strategies in speaking development classes, namely public speaking

From this description, the author wants to know more about what strategies teachers apply in teaching public speaking, especially the public speaking program which has a duration of 2 weeks. and several strategies that attract students' interest in learning English

Based on the facts above, the author conducted research with the title "TEACHER'S STRATEGIES IN TEACHING PUBLIC SPEAKING AT THE DAFFODILS (PARE)".

B. Study Problem

Based on the above background the author investigates the following questions:

1. What are the teacher's strategies in teaching public speaking at the Daffodils (Pare)?
2. How are those strategies implemented in teaching public speaking at the Daffodils (Pare)?

C. Study Objectives

Based on the research statement, this special research aims to:

1. To find out what the teacher's strategies are in teaching public speaking at Daffodils (Pare)
2. To describe how teacher's apply strategies in teaching public speaking at the Daffodils (Pare)

D. Significance of the Study

The results of this research are expected to provide practical benefits:

- a. For teacher

The results of this research can be used as a reference in learning public speaking through formal and non-formal classes. Teachers can teach appropriately and effectively and are able to overcome problems that arise during teaching. Students can also practice public speaking skills with full confidence.

- b. For Students

It is hoped that the results of this research can be used as material for reporting students' levels in public speaking. Then the results of this research will become a reference in making improvements to the public speaking learning program at Daffodils.

- c. For Courses

The results of this research can be used as a resource for improving teacher performance and creativity to develop good and appropriate teaching materials, especially in teaching public speaking skills.

- d. For other researchers

This research can be used as a reference for similar research and as a stimulus for other researchers.

E. The Limitations of the Study

Researchers focus their research on teacher's strategies in teaching public speaking in public speaking program classes.

F. Definitions of Key Terms

1. Strategy is a means together with a long-term goal to be achieved David (2011:18-19). Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Brown (2000:113)
2. Public Speaking is part of human activity, referring to the speaker's actions as the center of the communication process, addressing the audience in sequence; such as presentations, speeches, demonstrating ideas, work reports, teaching, promoting products and other intentions (Hou, 2008, p. 67).
3. The Daffodils is a specialist speaking course. The focus of the course is on improving students' communication skills.