



An Analysis of Teacher's Strategy in Teaching Public Speaking at Aviation School of Nusantara Tjahja Cipta Sidoarjo

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Abstract: This research was aimed to find out what are the teacher's strategies in teaching public speaking at Aviation School Nusantara Tjahja Cipta Sidoarjo with the qualitative descriptive method and used the Class observation documentation and Semi-Structured In-Dept Interview as the Instrumental data. Furthermore, the subject of this research was an English teacher. For the research results, the researcher concluded that in teaching public speaking, the English teacher used 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.

Keywords: teaching public speaking, teacher's strategy, an analysis

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Introduction

In the era of technology, speaking skills are very important. However, it is not uncommon for students to be less significant in their ability to make oral presentations (Sayed, 2005; Spurk et al., 2020). Oral presentation strikes fear in many students which is a form of public speaking. However, public speaking is one of the most widely reported fears in many countries (Brewer, 2001). Basically, delivering an oral presentation requires expressive communication skills, some students often have difficulty determining what to say, saying it out loud in front of others, and remembering how to say it. Those with weak speaking competence may have greater challenges (Nippold et al., 2005).

In this case of situation, as elaborated Lucas (1999) that having a clear understanding of the goals of the course is the first step in teaching public speaking. The majority of schools consider public speaking to be a skills subject. Its goal is to instruct students how to prepare and deliver speeches in public that are effective. Besides, the teacher's strategies are also being the most important role during the activities of public speaking class.

Currently, the ability of a person who can be considered as an educated professional is a core competency that is presented effectively (Smith & Sodano, 2011). An idea in the 21st century that the relevance of learning to communicate effectively (Gallo, 2014). Research on how lessons are learned is extensively which is a topic of developing public speaking skills. Practice and feedback are key skills in public speaking (Van Ginkel et al., 2015). A study shows that there is great potential for enhancing learning by providing feedback to users in scenarios where feedback provides access to data sources to enhance learning as a technology (Schneider et al., 2015).

In addition, the teacher's strategies in teaching public speaking can affect students' understanding in receiving the materials given by the teacher (Zhang & Ardasheva, 2019). the more creative and interesting the activities are, the more students will be interested in. so, the good teacher's strategies in teaching public speaking would be preferred for teaching students in order to gain their intention capability to improve their public speaking skill. Thus, according to Vangelisti et al., (2013) there are some strategies guidelines and procedures to teach students in the public speaking class, such as: Pedagogical Principles (Experience-Based an Incremental, Approach), Communication Apprehension Management, Grades, and Practical. These strategies are helping students to learn public speaking effectively.

Puspidalia Feriati (2013) explained that there are still some teachers who are less professional in carrying out Indonesian language learning in the classroom. For example in teaching, the teacher still shows the old ways from day to day, from time to time, in short there is no change.

On the other hands, the Aviation School of Nusantara Tjajah Cipta Sidoarjo is one of the educational, training and professional institutions of air, land and sea transportation. This institution is managed by PT. Nusantara Tjajah Tjipta, more precisely in managing human resources in preparing themselves so that they can have the ability, experience and

a good understanding of security and customer satisfaction when using modes of transportation, especially air transportation.

One of the programs that is available in education and training in this institution is public speaking skill, regarding the English teacher in the interview, the teacher stated that one of the purposes why does this school have a public speaking is because this Aviation School wants to create and develop students' speaking skill so that, they will be a good public speaker when they are faced with many people from around the world and they are demanded to have clear communication and to be talk active with the passengers because those things are a must, and that is the schools' responsibility to build themselves until they are fluent.

Regarding the elaborations that have been written above, the researcher is interested to analyze and conduct the thesis entitled "An Analysis of Teacher's Strategy in Teaching Public Speaking at Aviation School of Nusantara Tjahja Cipta Sidoarjo" with the qualitative descriptive method and used the Class observation as documentation and Semi-Structured In-Dept Interview as the Instrumental data. Thus, the researcher only focused on the teacher's strategy for teaching public speaking used in Nusantara Tjahja Tjipta (School of Aviation) only to know what strategies which this aviation school used in teaching public speaking. So that, it can be working well for all students when they are graduated and continuing to the work life.

Methodology

This study used a qualitative research to collect information about teachers' strategies in teaching public speaking. The qualitative descriptive method was used by the researcher to examine the data by summarizing the theories in precise terms, as well as the events that the individual, group, or people had encountered. This research requires data gathering that focuses on identifying specific events. Observations, as well as the analysis of records, reports, and documents, are all part of data collecting. As stated by Latief (2017), a qualitative research is an investigative process that focuses on human behavior understanding. This research pointed out to investigate the teacher's strategies used in teaching public speaking, so that, the researcher implemented a qualitative research as the research method. In addition, qualitative research investigates the phenomenon of study. According to Arikunto (2010), qualitative research conducted in natural settings and situations where the context cannot be controlled.

Furthermore, for the qualitative descriptive data collection of this study was focused on finding the specific traits under study. Thus, the interview data was minimal to moderate, structured, open, individual or group. This study used a qualitative approach with several data techniques, namely observation sheets and interviews with English teachers at Aviation School of Nusantara Tjahja Cipta Sidoarjo. The Researcher conducted interviews and observations to get research. Observations and interviews to examine and record the phenomena under study such as feelings, thoughts, and things related to the teaching and learning process.

For the interview section, the researcher gave several questions related to the topic. Such as: The class activities of pre-teaching, while-teaching, and post-teaching, students' public speaking issues and how to handle it, kind of assessment, and how does the teacher give the scoring. Meanwhile, for the class-observation, the researcher did the observations for three times to know the actual conditions of the class and to make sure that all statements that was given by the teacher are valid. Thus, in this section, the teacher analyzed the class condition and activities by utilizing the table observation. So that, the researcher can draw the conclusion after getting the data display.

In analyzing the data, the researcher used the results of interviews and observations. The Researcher used theory of Huberman & AM (2014). There are 3 stages of analyzing data; namely data collection, data reduction and data display: Data collection, At this step, the researcher must be able to understand the data well, when making observations for the first research question. The researcher looked the school situations and the teaching material that implemented in the school. Then, the researcher figured out the first data in detail by interviewing the English teacher to grasp and find out the problem statement.

After that, the researcher arranged the result data collection used the checklist from class observations to get information on the implementation of the strategies of teaching public speaking used by the teacher. Hence, the class-observations method is used to describe how English public speaking is taught in English public speaking classes to avoid interfering with the participant, the researcher played the position of a non-participant observer and employed naturalistic methods (the teacher and students).

Moreover, an in-depth semi-structured interview. The goal of this stage is to look into the viewpoint, problems, and individual beliefs of a teacher working with ninth-graders regarding the application of a certain teaching technique to hearing material. The three main categories of interviews-structured, unstructured, and semi-structured-were first described (Wahyuni, 2012). In this study, the researcher conducted a semi-structured in-depth interview in order to gather more data and information that would be used to describe the teaching activities. However, the researcher avoided getting involved in the actual teaching of the public speaking material in English Public Speaking Class. Instead, the researcher watched and followed all of the activities related to the teaching and learning process in English Public Speaking Class while observing and gathering data.

To increase the validity of the research data (Sari & Gushendra, 2020), the researcher applied the triangulation process when collecting data in order to acquire the data validation. Triangulation can take many different forms, including triangulation of time, triangulation of place, triangulation of theory, triangulation of method, and triangulation of researcher. In this study, the researcher employed a triangulation methodology that included direct observation, documentation (a class observation checklist), and an interview observation sheets, field notes, photographs, and sound and video recorders were used. In addition, the teaching and learning of English public speaking in the classroom was documented using descriptive field notes of the table observation checklist to provide a more thorough and accurate account of what the researcher sees, hears, and experiences. The second one is the data-reduction, this was the process of generating categories and themes for the data obtained in the script.

The researcher analyzed data or information using the checklist method. In this case, the researcher identified information that needs to be used in this study or needs to be reduced, they are from the teacher's statements in the interview and the data based on the class observations. After getting the results of observations and interviews, the researcher changed the results of the documentation into a script. Then the researcher analyzed the script from the observations and interviews. And the last is the Data Display, at this stage the researcher confirmed what was known and supported by the data. Representation of the researcher involves how the data are presented. In this study, the researcher used tables to present the data and descriptive ones to interpret the data.

Result and Discussion

The teacher strategies in Teaching Public Speaking at Aviation School of Nusantara Tjajah Cipta Sidoarjo

1. Pedagogical Principles (Experience-Based an Incremental Approach)

This strategy was used by the English teacher to help students in understanding the concept of public speaking art skill as explained by the English teacher in the interview "In this case situation miss Icha, I cannot give them the public speaking presentation directly as a task miss Icha. Because you know that I have to prepare it step by step. The first that I do is facilitating them with knowledge to understand the art of public speaking".

Moreover, the use of this strategy was also proven in the class observation that all students at the classroom were given the detail definition and the concept of public speaking clearly by watching some public speaking videos related to the aviation area that was played by the English teacher. The students also have a textbook guideline given by the English teacher. For some opportunities, the teacher asked students randomly to read the main point would be discussed in each class session, the students were doing it in turns.

After that, the English teacher opened the discussion with the topic of "The Important of Public Speaking for business", the purpose of why the teacher did this was because the teacher wanted to train students' critical thinking so that, they will be get used to it when the students given the impromptu topic to speak up. In this opening discussion, all students were asked to speak and elaborate their opinions by raising their hands. The one who raised will be chosen to speak up their ideas while standing near their own seat without asking students to stand in front of the class. Once the students finished to speak, the teacher give the open-minded responses, and it happened too for the others students to respond their friends' statements.

In this activity, the researcher figured out that a lot of students were active to convey their opinions while standing near their seat, even though it still can be seemed their nervousness, but over all this strategy is quite effective to stimulate students' confidence to speak up their minds.

2. Communication Apprehension Management

The more severe is referred to as trait apprehension. Trait apprehension people feel fear or worry throughout a variety of communication interactions, including one-on-one

conversations, group discussions, and public presentations. In this strategy, as stated by the English teacher in the interview, he said that there are still some of students who has no courage to speak and facing the nervousness, anxiety, sweating, and even panic attack. "Students at The Nusantara Aviation, Tjajah Cipta Sidoarjo, has different speaking skills when expressing opinions or answering questions in public. Some are able to process words well, some are still less confident in appearing in public, this is due to a lack of students in practicing public speaking at home and performing on stage. Moreover, they are more used to talk to their close friends sitting in groups, rather than speaking in public alone and being seen by many people. For that I use a communication management strategy as a good listener friend and make eye contact learning to the audience slowly and gradually ", added the teacher.

Furthermore, based on the researcher experience in the class observation. It can be also found that in tackling such of those problem, the English teacher was very struggling to build the class by giving many words of motivation, encourage all students to be braver to speak and all students are told to force themselves to try.

Besides, in the class observations, the English teacher also let students and gave chances to any of them to share their issues of public speaking which they had. Then, the teacher gave several advises to all of them how to deal with their problems, after that, the English teacher explained tips and trick how to overcome those bad feelings by giving the elaboration of various statistics for how much of our communication is done through our body language using the examples kind of body languages, they are Posture, Gestures, and Eye Contact, then the teacher added her statement in front of students. The English teacher stated that "The first-time you guys might experience extreme anxiety, but with repetition, the anxiety lessens and you will typically start to love the experience".

3. Practical

In the practical activity, there were two tasks that students must be done as stated by the English Teacher "dividing them into some of group discussion is one of the good activities miss Icha. In this strategy, I wanted my students to be talk active with the small circle first, through the group discussion, they will learn how to speak confidently, elaborate the topic well and they can give feedback to their friends who presented their ideas. Then, practical activity, it consisted two tasks that students must be done, they are: dividing all students into some groups, and making students group presentation".

Relating that, during the class observation, the researcher also found out the students' activities are in accordance with the teacher interview. In the class, the teacher gave two public speaking assignments, as follow:

1. First, after dividing all students into some groups. Each of the group was given several options to choose what topic they wanted to present in front of class in group. In addition. All the topics were relating to the aviation material. Such as: the responsibility, job description, and the duties of Reservation agent, Baggage handler, Avionics technician, Flight attendant, Flight paramedic, Cargo agent, Pilot,

Avionics engineer, Flight instructor, etc. Thus, after choosing the topic, each group was given time to prepare their presentation by making power point before presenting.

2. Second, after group presentation was done. The English teacher told the students to do the dialogue practice in pair. So, there was 2 students for 1 group. They were practicing a role-play model as The Aviation Security Office and the passengers. The topic for this activity was "Responding in a calm and professional manner to passengers' complaints". Same as the first practical, the students were also given time to write down the scenario of dialogue in the conversation and prepare it as well as possible.

During the practical tasks, at that moment, the researcher was finding several students' public speaking problems, they are:

- a) Lack of confidence
- b) Speaking too fast
- c) Appropriacy of body language
- d) Boring speeches, and soon.

4. Scoring

In scoring, the teacher revealed in the interview that she assigned regarding the students' attendance and the presentations they did. For the presentation grade, the English teacher pointed out on how well they practice the body languages (the Posture, Gestures, Eye Contact), The criteria of pronunciation, vocabulary, accuracy, communication, and fluency are all markers of a student's public speaking abilities overall.

"In Grading them, I used to assign regarding the students' attendance and the presentations they did. For the presentation grade, I looked on how well they practice the body languages (the Posture, Gestures, Eye Contact), The criteria of pronunciation, vocabulary, accuracy, communication, and fluency are all markers of a student's public speaking abilities overall. So that, by implementing those kinds of strategies, I believe my aviation students' public speaking are going to be improved. Besides, in doing these activities, they are not just studying the theory but practice it by themselves", said the teacher.

Furthermore, based on the class observation, it has also found that the teacher gave the self-evaluation to all students who have done their presentation, either students who did well or the students who still need improvement practically. In here, it can be shown that the English teacher treated all students with respect no matter how bad their presentations are. By receiving feedback from the teacher and some criticism should aid students in improving their public speaking abilities.

Conclusion

According to all the explanation that has been elaborated by the researcher descriptively based on the Interview and the Class Observations in research result above,

the researcher concluded that in teaching public speaking, the English teacher of Boarding School Nusantara Tjahja Tjipta Sidoarjo used several strategies as follows: In the pedagogical Principle-strategy, the teacher implemented lecturing brainstorming activities to help students understanding the materials in detail and comprehensively. The second strategy was used is 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 they did.

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