



Teachers Public Speaking Ability in Teaching English at Islamic Boarding School in Karawang Regency

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Abstract. Teaching and learning public speaking skills is one of the abilities that the teacher must possess. Public speaking is essential for teachers because teachers can convey information effectively, increase credibility, improve student engagement, and teachers can affect positive change. Therefore, the purpose of this study is to find out how is public speaking skills of teachers in teaching English at Islamic boarding schools in Karawang. This research method used descriptive case studies. To collect data, the researcher conducted observations, gave questionnaires, and interviewed the teachers. The data obtained were analyzed and described in depth. The result of the implementation of this research is that teachers' ability still needs to be trained, and their visualization, voice, and verbal abilities must be improved. From these results, it can be helpful for teachers to continue to hone public speaking skills so that students feel happy in learning, easily understand messages or information the teacher conveys, and are always motivated to improve their English skills. This study aims to gain information about teachers' need to enhance English communication skills.

Keywords: Teachers, Public Speaking, Teaching English

1 Introduction

The teacher's difficulty in public speaking is based on several reasons, including worry and anxiety. The teacher feels that speaking effectively and persuasively in front of the class or audience could be more optimal. Then there are time constraints. Teachers often have much material to present in a limited time. It can make them rushed and unable to give a compelling presentation. Apart from that, there needs to be more public speaking skills. Teachers are not used to speaking in public with engaging and effective presentations.

Moreover, need for preparation. Teachers need more time to prepare their presentations properly. It can result in disorganized presentations, less informative and uninteresting to students. In addition, several phenomena occur when teaching English, namely, teachers with limited English skills will have difficulty teaching in class. They

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may need help explaining complex concepts, sputtering, or correcting grammatical errors. Then For some teachers, speaking English feels uncomfortable. They feel nervous or worry about making grammar mistakes. It can affect their confidence in teaching and make students feel uncomfortable.

Furthermore, English has many terms and expressions related to culture. It can be difficult for students who are not used to the culture. In addition, teachers must also pay attention to students' cultural sensitivity when teaching in class. Students and teachers are more accustomed to using Indonesian as an everyday language so that it is easier to understand the information conveyed.

Usually, there are ten problems when someone delivers a message. (1) Too much information, (2) Monotone voice, (3) poor eye contact, (4) poor quality visuals, (5) No interaction, (6) Too nervous, (7) Lack of appropriate humor, (8) Lack of energy, (9) No audience participation, (10) lack of movement [1]. Teachers must be able to convey informative messages to students in learning. If the teacher expects the audience to understand the message, they must build knowledge, use humor and intelligence, use sensory aids, organize information, and reward their students [2].

In conveying a message, of course, one must use the power of 3v, visual, voice, and verbal. Visual, non-verbal communication is a form of communication that involves the use of body language, facial expressions, and other movements to convey messages that are more interesting and can be understood easily. The element of nonverbal communication is proxemics, the study of how we use space. How close or far we stand from someone tells that person something about us. Then paralanguage includes the tone (pitch or quality), volume (loudness), and rate (speed) with which we speak, and all contribute to communication. Furthermore, we wear attitude, clothing and accessories, facial expressions, eye contact, gestures, and body movements.

Teacher preparation in teaching is crucial. There are five things that teachers do. The first is selecting and narrowing a topic, the second is determining the purpose, the third is developing a central idea, and the fourth is generating the main ideas. Fifth, Gathering supporting material [3]. Teachers must prepare themselves before teaching because thorough preparation will help improve the quality of teaching and student learning outcomes. Careful preparation will assist teachers in planning and organizing teaching well.

With careful preparation, teachers can consider various factors influencing student learning outcomes, such as learning needs, abilities, and learning environment. By adjusting teaching to the needs of students, student learning outcomes can be improved.

Thorough preparation also helps teachers manage time effectively. Teachers can determine the right time to carry out each learning activity so that students can get optimal learning time. With careful preparation, teachers can minimize errors in the teaching process. Teachers can comprehensively and appropriately prepare teaching materials so students are clear and understood while studying. Careful preparation can also help teachers create a fun and exciting learning atmosphere. The effectiveness of the use of language determines students' understanding of the information obtained. Using language effectively must be correct, precise, specific, appropriate, use oral style, and be distinctive [4].

In conveying information, several points must be considered, such as Providing basic, introductory facts—who, what, when, where, and how information, clearly defining new terminology and jargon, Giving explanations and descriptions, Making links to the student's knowledge by using literal and figurative analogies and by comparing and contrasting the concept with something familiar, Help students understand why the topic is relevant [5].

2 Method

The main focus of this research is to find out how the public speaking skills of teachers in teaching English at Islamic boarding schools in Karawang Regency. This research method used descriptive case studies. To collect data, the researchers conducted observations, gave questionnaires, and interviewed the teachers. The data was collected personally, tabulated as counting frequencies, and then analyzed through percentages. The data collected through the questionnaire served the purpose of the researchers, and the review of the related literature further throws light on speaking ability apart from the questionnaire. The data obtained were analyzed and described in depth.

The study was conducted in one of the Islamic boarding Schools in Karawang Regency. The researchers deal with a sample of the population consisting of EFL teachers. There has been an underlying reason for making EFL teachers involved in the research population because teachers play an intensive role in the public speaking skills of teachers in teaching English at Islamic boarding schools in Karawang Regency.

3 Results and Discussion

3.1 Results

The questionnaire is addressed to nine EFL teachers. It mainly aims to report how teachers' public speaking skills in teaching English at Islamic boarding schools in Karawang Regency. In addition, its primary purpose is to show their impressions about the extent of the teacher's speaking ability in teaching English.

Based on the data, eight % of the teachers, 89%, replied that they had ever learned English public speaking skills, and only 11% responded that they had never learned English public speaking. This implied that most of the teachers had learned English public speaking skills. In this case, most of the teachers had English public speaking skills learning experiences. Moreover, most teachers, represented by nine teachers, stated that learning public speaking is essential. This implies that all teachers agreed that public speaking skills are necessary for a teacher because the success of the teaching and learning process depends on communication between teachers and students.

In the understanding of Public Speaking Skills Techniques, two of the teachers, 22%, answered that they knew its techniques. In comparison, seven % of the learners, 78%, replied knew a little. This indicated that most teachers had sufficient knowledge of public speaking techniques to help them teach English in the classroom. According

to teachers' current English public speaking skills, seven of the teachers, 78%, strongly decided that their skills are pretty good in English public speaking. In contrast, two % of the teachers, 22%, just decided that their skills are good in English public speaking.

Through the data, 22% of teachers stated that monotonous intonation is their weakness when teaching English in class. Four of the teachers, 44%, decided that their weakness when teaching English in class is a lack of visual media, body language, and expression. In contrast, three of the teachers, 34%, stated that their weakness when teaching English in class is difficulty putting words together (unstructured words).

The results also displayed those teachers wanted to improve the quality of their speaking, speak fluently, be structured, and be enjoyable. Therefore, teachers stated that current English public speaking skills must be developed and improved to match the student's needs in Islamic Boarding School in Karawang Regency. Teachers want to master various communication techniques in teaching and learning to convey information efficiently and persuasively.

3.2 Discussion

Based on the questionnaire, about 100% of participants agreed with the importance of public speaking techniques as a teacher; this showed that all the teachers who teach English at Islamic Boarding School in Karawang Regency know about English public speaking skills. Of teachers who have studied public speaking, as much as 89% have a basic knowledge that can be implemented during learning so that communication techniques and persuasion to students are accessible, especially when conveying material or giving assignment procedures. In comparison, 11% need to learn more about public speaking and teaching skills obtained from teaching experience. Public speaking allows a teacher to communicate clearly and effectively with his students. A good teacher must convey subject matter in a way that is easy to understand and attracts students' attention. Good public speaking skills help teachers to communicate ideas and knowledge effectively.

Teachers who understand various techniques and apply them in class are 22%, while 78% only understand a little about public speaking techniques. Preparation is the key to success in public speaking. Before teaching, the teacher plans well the material to be delivered, organizes the structure of the presentation, and identifies the goals to be achieved. The teacher also prepares supporting materials such as presentation slides, visual aids, or relevant examples. With careful preparation, teachers can reduce anxiety and communicate material better. If anxiety arises in the teacher when communicating, it can affect the communication process to convey messages, ideas, and feelings. English proficiency is directly proportional to anxiety in speaking performance [6].

For this reason, the teacher prepares everything well so that the teaching and learning process can follow the learning target. Good preparation, good English skills, and fluency will make the teacher more fluid and structured in delivering material. It was also conveyed in a research result those confident teachers with a high level of language proficiency tend to be more confident in teaching English [7]. The techniques that are often used are generally more about how to open learning well and fun, making students enthusiastic and enthusiastic. In conveying material, the teacher also provides material

in language that is easy to understand and involves two-way communication between the teacher and students. The technique of closing the lesson that is carried out is to provide a summary and also test students' understanding of the material provided.

The ability of teachers who pay attention to and implement public speaking well in learning is 22%, while 78% is quite good. These results were obtained based on data from teachers who had good abilities because of their knowledge and experience regarding communication techniques and the length of time they had taught at school. This experience makes it easier for teachers to deliver material efficiently and influence students with positive and good things to achieve their achievements. While 78% of its ability is quite good and of course, there is something that needs to be improved. Good communication skills can significantly influence students' understanding of the material. Among them is increasing participation in discussions. Teachers who have good communication skills can make class discussion situations more active and open. This can encourage students to express their ideas clearly, argue logically, and share their experiences or thoughts with the group. In an open discussion environment, students can gain additional points of view from classmates' perspectives, which can help them deeply understand the material being studied in a fun way. A good teacher can change students' feelings, not just convey particular learning material or topics [8].

In addition, it was found that 22% still needed to improve in varying intonation, 44% were still lacking in using body language and expressions and using audio-visual media, and 34% were still lacking in patterning sentences with language structures according to grammatical rules. However, the message conveyed can be understood by students well. The ability of intonation in public speaking has goals such as clarifying meaning, keeping students' attention on learning, increasing attractiveness, helping information retention, and strengthening emotions. In using body language, the teacher has advantages in teaching, such as building trust and credibility, managing the flow and structure of communication properly, increasing the attractiveness and connectivity between verbal language and body language, and strengthening the verbal message. Body language can convey emotions and feelings that are difficult to convey with words alone. Facial expressions, hand gestures, body posture, and eye contact can provide clues about understanding the emotional nuances in messages.

Overall, the teacher's ability in public speaking is quite good, and some need to be improved, such as intonation. Teachers can master fine-tuning voices and vocals so they are loud enough for everyone in the room to hear and vary the intonation of voices so they do not get monotonous. The teacher can also practice using vocals, such as the correct emphasis on words and appropriate pauses. Besides that, body language, structured material, English pronunciation, fluency in speaking English, and strategies to make students feel happier in learning. Teachers need to pay attention to their body language when speaking in public. Ensure a straight posture, steady eye contact, controlled hand movements, and a confident attitude. Using good body language can help build a connection with students.

4 Conclusion

Public speaking is one of the skills that must be mastered by teachers, especially in teaching English. Teachers are one of the factors determining the success or failure of a learning process; with good public speaking skills, teachers will produce students who are creative, innovative, and able to compete in the 21st century. Research results obtained at a boarding school in Karawang Regency found that the public speaking skills of teachers are good but still have to be honed so that the information conveyed by the teacher can be easily understood by students and feel attractive. Therefore, to improve public speaking skills, especially in English teaching, teachers are encouraged to attend more training or seminars on English public speaking.

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