

## **The Teaching Procedures for Online Public Speaking Class**

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**Abstract**—This Research aimed to discuss the teaching procedures for online public speaking class during Covid-19 Pandemic situation. Teaching and learning methods during COVID-19 pandemic have forced the teachers and students to adopt new learning method called online learning. Currently learning from home is very popular as the best strategy to decrease the number of humans contact or distancing from social activities. Basically, public speaking or oratory is one of communication skills performed by the speakers in front of audiences, however this pandemic has shifted the basic meaning of public speaking. Due to the social distancing, public speakers tend to speak in front of the camera which literally do not involve the teacher and the audiences in the process of public speaking practice. The trend of public speaking practices have improved numerous during this COVID-19 Pandemic era, the teaching procedures occur some differences from usual public speaking taught by the teachers in real classroom. The sample of participants of this research are 30 EFL students in Budi Darma University Medan who registered in the first semester.

**Keywords:** Teaching Procedures, Public Speaking, Online Learning

### **1. INTRODUCTION**

The theoretical base for all public speaking courses begins with beliefs about what composes effective communication (Hess and Pearson, 1992; Lucas, 1999). Communication in front of public like giving speech is one of some skills must be taught by the teacher starts from primary school level to university level. Students are demanded to be able to communicate orally in front of the public in order to convey all the ideas and messages they have. The requirements needed to success a public speaking is the ability of the speaker to deliver messages orally to the audiences so the messages are understandable. Teaching online public speaking for EFL (English as Foreign Language) students like in Indonesia need more effort rather than teaching public speaking in English Speaking countries. Teaching speaking for EFL students is never an easy way for an English lecturer especially in Indonesia, because in Indonesia, Bahasa Indonesia is used as daily language to communicate, various mother tongues, different ethnic backgrounds also affect the students rarely used English as their daily language to communicate. Lecturer must be able to stimulate the students to speak up and open their mouth to utter something in front of the class clearly (Ramadhani, 2017). Teaching English speaking for EFL students in real class and in online class must be treated differently by the teachers, because in online class especially the class which use Google classroom as the platform to study in pandemic era. This platform is not suitable enough for public speaking class because the students do not meet the lecturers face-to-face and hard to interact and communicate like in another platform like “Zoom and Google Meet”

### **2. METHODOLOGY**

The methodology of the research is the combination of observation method, simulation in online and real class, interview and library research. The sample or the participants of these research are the first semester of EFL students who learn English in Budi Darma University. There are 30 students join in Google classroom where the English lecturer share the teaching material through video and written material. Some obstacles are found by English lecturer when teaching in online class via Google classroom. Leturer and students linked by the video of teaching material. The obstacles are; lecturers cannot hear clearly student’s pronunciation when they are speaking, lecturer cannot directly correct the mistake and give feed back to the students.

#### **a. Identification of the Problem**

The problem of the research can be stated as below:

1. What are the obstacles found during teaching English public speaking for EFL students in online class?
2. What are the differences of teaching English public speaking for EFL students in online class and in real class?
3. What are the best procedures should be treated by English lecturer to the EFL students who learn public speaking in on line class?

#### **b. The Objectives of the Research**

The objectives of the research can be stated as below:

1. To investigates the obstacles found during teaching English public speaking for EFL students in online class
2. To compare the differences of teaching English public speaking for EFL students in online and in real class.
3. To discuss the best procedures should be treated by English lecturer to the EFL students who learn public speaking in on line class.

#### **c. The Limitation of the Problem**

In order to focus on the research, the researcher will limit the problem as below:

1. This research focus on the procedures of teaching English public speaking in Google classroom with the duration of teaching time for only 90 minutes.
2. The students are EFL students in the first semester of Budi Darma University Medan.

### 2.1 Review of Literature

The obstacles found in teaching speaking for EFL students in real classroom are: the students are shy to communicate in front of the audience and facing difficulty to produce words, phrase and arrange those words into good sentence. Teaching speaking based on content-oriented input give the students ammunition to prepare their oral speech material by giving them pre-teach vocabulary in listening test as series of teaching and learning activities before the students practicing the speaking in front of the class (Ramadhani, 2007). Pre-teach vocabulary taught in listening test will ease the EFL students to communicate because they already got the input of related vocabulary including the meaning, and the input of correct pronunciation of that related vocabulary directly on the spot from the lecturer. Thus the factor of why EFL students in Indonesia are hard to speak English because according to Wediyantoro (2016) based on the observation during the teaching and learning process it was found out that a class of eleven grade students had problems in public speaking practices. These problems arise due to the lack of interest of students in English lessons.

Speaking in front of audience in real classroom, make the students feel shy and frightened, they do not feel confidence rather than speaking in front of the camera. “Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech” (Lucas 2011). McCain’s (2012) ‘Nearly 90 percent of people reported feeling shy or uncomfortable speaking in front of others at sometimes in their lives (p1).

Good speaking needs clear pronunciation so the audience will understand what the speaker says. Pronunciation is one of important aspect in speaking. Yet many adult found pronunciation is one of the most difficult aspect in English to acquire and needs explicit help from the teacher (Morley 1994: Fraser 2000).

Another obstacles found by the researcher was the anxiety level is higher when the students do public speaking in front of the audience rather than doing public speaking in front of the camera. Anxiety disorders are among the most common mental disorders encountered by public speakers (Kirkwood and Melton, 2002). Speaking faster is also one of the higher anxiety level sign, when people do public peaking in front of the audience, face-to-face audience or the students in real classroom, the adrenaline rush make the students speaking faster but for EFL students, they turn to be silent, mumming, pause or stop speaking rather than speaking faster. Weisman (2012) explains the reasons why the speakers speak faster when they face the audience. He writes that, when a presenter comes in front of the audience, the pressure of the situation prompts the adrenaline rush which produces time warp that causes the presenter to speak fast.

## 3. RESULTS AND DISCUSSION

### 3.1 The Obstacles Found in Teaching English Public Speaking for EFL students in on line class.

Based on the observation done by the researcher, some obstacles were found in teaching English public speaking for EFL students in online class. The lecturers cannot correct the students’ mistake especially wrong pronunciation made by the students, lecturer is unable to give feedback directly to the students because some technical problems like poor internet connection interrupted the voice of the students so the lecturer cannot hear the students’ pronunciation clearly. Time limitation in Google classroom also unable the lecturer give personal or direct feedback to the students to improve their public speaking.

Students were unable to consult about their pronunciation with their lecturer like in the real classroom because it took a lot of time to connect live in Google classroom except the platform changed into “Zoom and Google Meet” because in those kind of platform, students and lecturer can communicate each other live.

### 3.2 Online Versus Real Public Speaking Classroom

The comparison between online public speaking class and public speaking in real class can be described as below:

**Tabel 1.** The comparison between online public speaking class and public speaking

<b>Public Speaking in real classroom</b>	<b>Online Public Speaking</b>
- Students are shy to speak in front of the audience.	- Students’ confidence is increased to speak in front of the camera rather than speaking in front of the audience.
- The anxiety level is increased because the students feel nervous to speak in front of the lecturer and audience	- The anxiety level is less than speaking in real classroom.
- Students are not excited enough to express their feeling, gestures, and body language when they speak in front of the audience.	- More students feel excited to communicate and express their body language in front of the camera rather than face-to-face public speaking in the

<b>Public Speaking in real classroom</b>	<b>Online Public Speaking</b>
- Students' pronunciation can be heard clearly and easily corrected by the lecturer when they make mistakes.	classroom. - Students pronunciation cannot be heard clearly and lecturer cannot directly correct the mistakes.

### 2.3 Teaching Online Public Speaking Class

Teaching online public speaking class is not similar to teach in real classroom or face-to-face atmosphere. The students do not meet the lecturer in the classroom but they interact online through a platform called Google classroom. Success in distance course is associated with the learners' ability to take the responsibility for controlling the factors that affect learning (Andrade, 2012: Andrade and Bunker 2011). Distance learning, online learning force the students to take behalf of lecturer's duty in the classroom, they must be able to manage and overcome the problem they faced during the learning process, however the facts is not always working properly, in the case of online learning for English public speaking class, students cannot overcome the problems of practicing clear pronunciation directly with the lecturer. This problem should be handled by giving procedures or steps to run public speaking learning in Google classroom. The procedures are:

1. An English lecturer should prepare a video as the substitution of oral lecture in the real classroom. The video should be made clearly in bilingual, because the material is addressed to the first semester EFL students who have not been able yet to comprehend full English instructions.
2. Written material should be well prepared in order to give pre-teach vocabulary to the students, in this stage the lecturer must pronounce repeatedly some pre-teach vocabulary related to the topic of public speaking of the day.
3. Students must install an application named online English dictionary equipped with pronunciation tools with English native speaker dialects. This application aimed to assist the students to help them correcting the pronunciation at home anytime and anywhere when the online class is off and the lecturer is not available.
4. Students must write the speech before they practice in front of the camera.
5. After the written format finished, the students must practice at home for a week before perform the speech in video format. The practice should be done in front of the mirror before recorded by using camera.

## 4. CONCLUSION

Based on the research taken from 30 students in online class especially from Google classroom Teaching and Learning activity, it was found that: Some obstacles faced by the EFL students and Lecturers are about less clear pronunciation, less shy and anxiety level to speak in front of the camera rather than speaking in front of the audience in face-to-face classroom. 18 students interviewed by the lecturers said that they are more confidence to speak in front of the camera because they do not need to face the audience, 3 students experienced similar feeling both speaking in front of the audience and camera or Google Classroom, while 9 students are more confident to speak in front of face-to face audience. The procedures of teaching public speaking on line are preparing video of teaching material and also written material as the manual procedures of teaching explanations, students must install online or offline dictionary which occupied with pronunciation tools, next steps is students must write the speech and practice speaking at home for a week before sending the video to the lecturer to Google Classroom.

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